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The NEW TRAIL



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Children Should Be Praised Not Criticized Constantly

By Angelo Patri

Fault-finding is the easiest thing in the world. There are people—we all know them—who rarely open their mouths but to find fault. Usually these folk have nothing to do that matters. Put in the place of the worker with whom he is finding fault, he would be about as useful as a second tail to a dog. But how he can tell the other fellow what is wrong with him and his work!

The fault-finder is a most depressing influence. He leaves depression in every footstep. He slows down the worker, robs him of energy, deprives him of the feeling of competency that is necessary for a wholesome, healthy attitude of mind. All this and nothing to compensate for it.

The foreman who never has a word of praise for the worker, the mistress who sees only the dust under the table, the school inspector who counts the scraps of paper he sees littering the playground, the mother who sees only the dirty hands of the child who has been doing something he hopes will please and surprise her pleasantly—these are the weights on the backs of the burden-bearers.

There is no 100 percent in anybody on this earth. No child ever yet grew up without worrying his father and mother; no teacher ever yet kept every rule, taught every child perfectly, and got every re-

port in on time. What of it? This is an imperfect world at best, and it is inhabited by imperfect human beings allowed a brief span of growth, a few years of service in which to forward their generation on the march to perfection. Why not cheer for the good they do? Cheer here and now instead of after they are dead?

No child can live a whole day without doing one good action. No teacher, however inefficient, can live a day in school without doing something praiseworthy. No parent can last through a day with children without once discovering an ability to deal worthily with them on occasion. Total failure, like total perfection, is impossible.

Then look for that one good deed, that one perfect movement, and speak of that one. Praise the good deed, and never mind the bad one. It can wait. Hold fast to the good one. Preserve it because it is the precious bit of heaven that is going to lighten the whole lump. Fault-finding sours the bread. Praise always sweetens it.

Praise, a word of encouragement and understanding, will give the child, the worker, the parent, strength for the next step. That is what he needs—strength, inspiration, your helpful word and hand. See that he gets it if you would have him succeed, and be rewarded yourself in spirit.



Angelo Patri in The Edmonton Journal
draws on his wealth of information and experience as a teacher and educator to help adults guide children in the home, at school and at play.

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Editorial

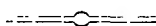
AFFILIATION WITH THE AMERICAN COUNCIL

The decision of the Council of the General Alumni Association to affiliate with the American Alumni Council will, we feel, meet with widespread approval. The graduate ranks of the University are swelling to quite adult proportions and the task of handling their interests is becoming from year to year increasingly complex. The organization of the Alumni Association as an integral part of the University is bound to result in additional responsibilities for both, but if a proper contact is maintained both should likewise feel the weight of very real benefits. There can be little doubt as to the advantages to society as a whole from this connection between the University and its graduates. To explore all possible ways of making this connection smooth, effective and lasting must be the first purpose of the alumni office. The American Alumni Council is organized for the purpose of assisting the alumni secretary to carry out his duties with the minimum of friction and the maximum of efficiency.

The American Alumni Council is an association of secretaries of universities and colleges in Canada and the United States. By means of annual conferences, both district and national, and with the help of regular publications, opportunities are given for the interchange of ideas on all aspects of alumni work, studies are made of practices and policies and appraisal is made of benefits to be expected from the older and the newer techniques. In view of the fact that with the larger institutions of the United States alumni business is now big business, the younger universities of Canada should stand to benefit greatly by the experience of their neighbours. That, we take it, is the fundamental reason for affiliation.

The territory of the Council is divided into nine districts, each in charge of a chairman and each holding an annual meeting of its own. This arrangement is designed to enable those members who cannot be present at the national conferences to rub shoulders and swap ideas with at least a few of their colleagues. It is altogether likely that the officials in charge are hopeful of obtaining the further advantages to be obtained from small conferences. Alberta is included in District VIII of which Mr. Richard D. Smith, College of Puget Sound, Tacoma, Washington, is chairman. In this district are also universities in British Columbia, Saskatchewan, Montana, Idaho, Oregon and Washington.

In affiliating with the American Alumni Council, the Alumni Association of the University of Alberta is swinging into step with the graduate societies of McGill, Toronto, Western Ontario and British Columbia.



WE ARE NOT ALONE

We should like to step down from our editorial chair for the space of a few hundred words to record with what delight we came upon an address delivered at the October 1947 Convocation of Queen's University by Dr. W. E. McNeill.

We are ourself an old teacher—that is a teacher of long standing. Some persons whom I shall not embarrass by naming, have gone so far as to say that we were a good teacher. We hope they knew whereof they spoke.

But there came a time when we were not so sure. For suddenly we found ourself confronted with the charge of cramming the young and sensitive minds of our students with FACTS. The horrifying discovery had at last been made that we along with thousands of other misguided educators had long been guilty of a most heinous offence against the sanctity of youth and the word went sternly forth that henceforth true education must consist of that much pleasanter and more humane process of encouraging the young of our nation to THINK. We were aghast. There was a sharp struggle in our dull brain. We pondered long and painfully the apparently irrelevant question: how can anyone think without an array of facts? But finally we took a deep breath and began to expiate our sins by demanding passionately that our children at Grade VII level think deeply about the recurring crises in China. We begged our Grade VIII solons to tell us frankly what they thought about the St. Lawrence Ship Canal. We entreated the Grade IX's to think carefully and report honestly about the underlying causes of World War I. We fairly knelt to the High School grades in an effort to stimulate their thinking about such simple matters as the Dumbarton Oaks Agreement, the League of Nations or the Yalta Conference. We warned them that they must accept *prima facie*, nothing that had been written or said on such matters. Anything that had the appearance of FACT must be regarded with suspicion. We mourned over their puerile attempts and tearfully implored them to realize that the very survival of civilization rested on their innate ability to THINK. We all became obsessed: they with the effort to conjure up thoughts where there were none and we with the determination to prove to these newly emancipated youngsters that even though they had no facts, they as the salt of the earth must yet find themselves capable of soul-satisfying judgments about anything and everything.

But we could never still the nagging voice of our obdurate Irish forbears which kept on reiterating the same old question: how can anyone think without an abundant supply of factual knowledge? So we gave up at last, despondent and not a little perturbed in our slow way. It was better for all concerned and no doubt just in time to save many of our students from maiming madness.

Imagine then with what joy we came the other day upon this from Dr. McNeill's address:

. . . . the man who knows is wanted. He builds the bridges, wins the lawsuits, performs the delicate operations, preaches the good sermons, becomes a university Principal, does the honest thinking.

"Honest thinking," that is, thinking based on full knowledge. Some flabby persons try to make education

painless. Do not, they say, ask students to learn facts, but teach them to think. O Thinking—what intellectual crimes are committed in thy name. How can a man think if he does not know? Charles Darwin gathered biological facts for twenty years without seeing any binding relationship. Then, one day, while he was walking through an English country lane, the idea of evolution suddenly came to him. That's what thinking is—the flashing emergence of an idea after facts have been mulled over a long time. Even then it is probably wrong. It must be well tested. Roentgen, the discoverer of X-Rays, when asked what he thought they were, replied: "I do not think; I experiment." Thinking is a highly dangerous performance for amateurs. You cannot think with hopes and fears and ignorance, but only with a well-trained and a well-filled mind.

From hard facts and hard practice alone can come that joy-giving mastery of a skill which is essential to happiness . . .

It is so comforting to find that one has been all along on the side of the angels.



We are again indebted to Professor H. G. Glyde, the Art Editor of *The New Trail*, for the attractive cover design of this issue. We were pleased to receive many favourable comments on the appearance of the January issue. This was also the work of Professor Glyde, and we are happy to assure him that his work on behalf of *The New Trail* is much appreciated.—Ed.

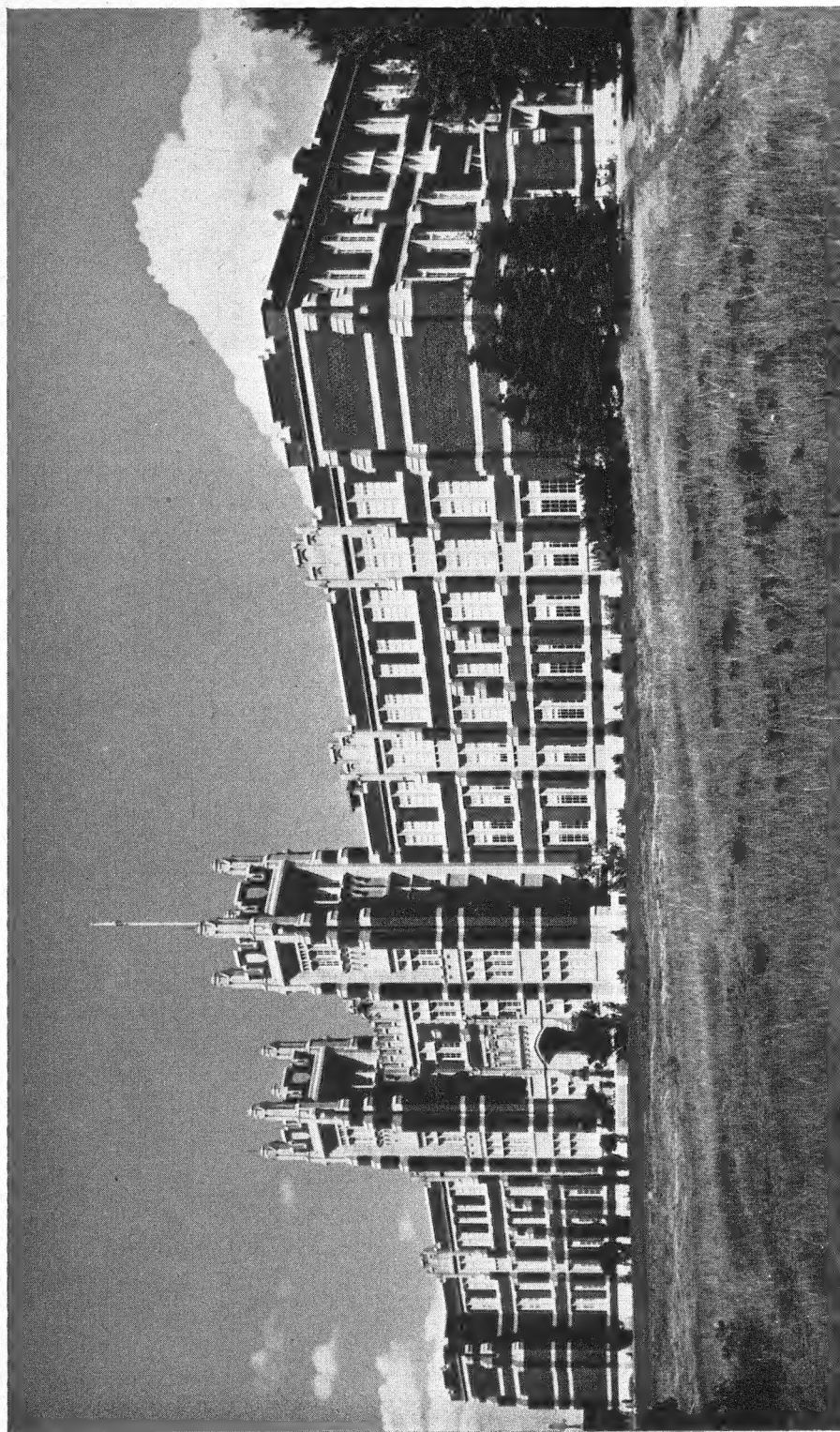
Congratulations!

Mr Russell S MacArthur, a graduate of the University of Alberta, has been awarded a Carnegie Fellowship at the Institute of Education, University of London, England

Two such fellowships are awarded each year to Canadian students, and this year there were many applicants from across Canada. Fellows are guests of the Institute and pay no tuition fees. The Carnegie grant consists of £400 per annum plus an allowance of £30 for travel in Great Britain

Mr MacArthur, who was born in Trochu, Alberta, obtained the B.Ed degree, with first class general standing, in May, 1947. He has had nine years' teaching experience, including four years as an instructor in the R.C.A.F. For the past four years he has been a part-time instructor in the Department of Physics, University of Alberta, while completing work for the M.Ed degree. At the University of London he will continue post-graduate work in the field of education.

Don't miss notice re Alumni Association dues on page 68.



Institute of Technology and Art, Calgary.

Faculty of Education, Calgary Branch.

Forty Years of Endeavor

By OLIVE M. FISHER

For over thirty years "going to Normal" was one of the favorite occupations of hundreds of students who had just graduated from the high schools of Southern Alberta. By no means did all of them remain in the ranks of the teaching profession; but few of them, indeed, would not agree that the time spent in Calgary was one of the best periods of their lives. True it was a comparatively care-free year, for not yet was it necessary to assume full responsibility as grown-ups. Most of all, however, the students regarded the experience as an opportunity for personal growth, for broadening of interests, and for the establishment of friendships, as well as a necessary training for their teaching career, however brief that might be. No longer do students "go to Normal", for the Calgary Normal School is no more; its life as an educational institution is now history.

When the Province of Alberta was established in 1905, one of the most important acts of its newly-appointed Department of Education was the organization of a training centre for its teachers. Begun in 1906, in Calgary, the institution was called the Alberta Normal School, which name it held until the Camrose Normal School was opened in 1913, when it became known as the Calgary Normal School. The colors of the institution, azure, navy, and scarlet—used on its pennants, rings, crests, and year books, bear reference to the old A.N.S. of its earliest days.

The first session of the institution covered a period from January 3, 1906, to April 30, and was held in the Central School under arrangement with the School Board of the city. The staff was small in number, Mr. Geo. J. Bryan holding the principalship, assisted by Mr. Jas. McCaig, and members of the staff of city teachers. The attendance, too, was small, only 26 students registering; but they hailed from several provinces—Ontario, Manitoba, Nova Scotia, and Saskatchewan—and among them were four college graduates. A report to the Minister of Education, Hon. A. C. Rutherford, says of the first term: "The Normal School has been able to perform its functions in a fairly satisfactory manner in the rooms leased by the government from the Calgary School Board." Very humbly, teacher training in Alberta had begun.

On November 8, 1908, the first Normal School building in the province was opened by the Hon. A. C. Rutherford, Minister of Education, and the Hon. W. H. Cushing, Minister of Public Works. "Guests were unanimous in their expression of admiration of the beautiful and commodious structure." Here the activities of teacher-training, under the able direction of Dr. E. W. Coffin, were carried on until 1922, when "the commodious structure" no longer proved adequate, either for

Miss Olive Margaret Fisher, Ph B (Chicago), M A (Stanford), has devoted the greater part of her long and eminently successful career to primary work. Scarcely anyone in the whole field of education in Alberta is more widely and favourably known. At present she is Associate Professor in the Faculty of Education in Calgary.

the number of students or their activities. Towards the end of the sojourn there, after the eight-months' course had been established, a report read: "The old building, despite its Alpine stairways and its restricted grounds, is already in its last days in our hands, beginning to be a centre of almost affectionate regard in the memories of those who explore its heights and depths day by day throughout eight months."

In 1922, the beautiful Provincial building on the North Hill, which was to house both the Normal School and the Institute of Technology and Art, was ready for use, and its occupation marked a highlight in the history of education in this province. Opened by the Hon. Geo. P. Smith, Minister of Education, the building remained the home of the Calgary Normal School until the University of Alberta became responsible for the training of teachers, with the exception of the war years when the R.C.A.F. used it as a Commonwealth Training centre. During the war years, the School Board again kindly offered shelter, this time in the King Edward School, where greatly decreased classes took their training during those trying times. It was a glad day when, once more, the school opened its doors to students in its own home—glad because the war was over, and glad because the work of education could once more continue without serious interruptions and discouragements.

The length of training for teachers in Alberta at the outset was a continuation of the four months' training adopted in 1893 when the educational system of the North West Territories was in its infancy. In the very earliest reports of the Normal Schools in Alberta it was urged that the period of training be lengthened. The criticisms of the short course were found on every side, and in every report. "A single short course cannot give adequate practical training, breadth of view, or professional spirit." This change was prevented by two main reasons—first, the amazing growth in population of the new province, and secondly, the First World War, which affected the attendance registering for teacher training. As a consequence, it was not until 1920 that the period was increased to an eight months' course for prospective teachers. When the establishment of the longer term was complete, Dr. Coffin made this statement to the Department of Education: "The higher standard of qualification coincided in its institution with the activity for organization, and for more adequate recognition of service that stirs the teaching profession almost the whole continent over . . . In a three-fold way the outlook for the profession is brightening. These three segments, so to speak—namely, longer training, better salary, higher standard of service—make the complete circle, for as the standard of service rises, so will the need for more adequate training be recognized, and so also will the claim for the higher wage be more fully justified, and it is to be hoped that the higher demand on the part of the public will meet an equal view of service on the part of the teacher, and thus in time, may we reasonably expect to see the "stepping-stone" teacher, the hireling, and the teacher of interim qualification and spirit of service reduced to a minimum."

Many of the first students attending the school came from various parts of Canada, the United States, and Great Britain, drawn thither by a spirit of adventure, by opportunities to establish themselves in a new land, and by the very short term

of training required for teaching. A goodly number of them were graduates of universities, who either gained very soon a place of prominence in the teaching world or gave up the profession for more lucrative undertakings. For several years a short session of one month was held for British teachers to acquaint them with the school laws and regulations of the province, and to initiate them into the teaching profession in Alberta. Many of them were fully qualified teachers whose contribution to the education in this province has been immeasurable. Regarding the type of students attending in the early days, this comment was made: "We may say with confidence that the teachers trained in his institution are men and women of the most wholesome type. Their industry and zeal, their hearty and amiable co-operation among themselves and their moral character are admirable, as compared with any such body of students found anywhere, and it is in the confidence of such assertions that we dare to urge what may appear to be counsels of perfection in a new and yet undeveloped province. On less worthy material more extensive effort might be wasted."

It was not until the advent of the longer term that the students were reported as being generally younger in years and experience. "We are getting the home-grown material," reads the report, "and this calls for closer inspection, and for an extended system of progressive qualification such as will keep these young teachers in pace with their increasing experience in the class room." From 1920 onward, the personnel of the student body became increasingly Albertan, and increasingly were its numbers drawn from rural areas, particularly of Southern Alberta. It is interesting to note, also, that from the first session of the school, graduates both of high schools and of universities were in attendance, sometimes mingling together and sometimes in separate classes. It was not until the establishment in Edmonton of the Faculty of Education in connection with the University that the emphasis in training was given entirely to elementary education. From that time, with very few exceptions, the students in attendance were graduates of the high schools of the province.

The activities of an institution are responsible in a great measure for the development of the loyalty of its students, and for the reputation which it builds in the community. Not only was there attention given to academic subjects and to the problems of practice teaching, but the students were encouraged to pursue many other activities as long as there was no interference with the main business for which they were in attendance. Once Physical Education was well organized under the Strathcona Trust with competent instructors in charge, basketball became an important sport. Profiting by the presence of students from southern points, where skill in the game is without parallel, men's teams won city and provincial championships and girl's teams also captured coveted prizes. Inter-school contests in sports and debating prospered during the 1920's, helping to establish fraternal regards for other institutions. Drama clubs presented plays year after year, as the culmination of the session's work; and no one in attendance at the school could ever forget the brilliant operatic productions under the able direction of Madame Ellis-Browne, when the final choruses "made the welkin ring." The parties, too, whether large or small, were evenings to be treasured in the memory because of the

spirit of dignity and friendliness which permeated the scene. Not to be forgotten, either, were the picnics, held both in the fall and the spring—one, a get-together affair, and the other, a goodbye. The stunts and songs planned in great haste as part of the entertainment were not always of high histrionic calibre, but the performances were marked by vitality and carried out with gusto, helping to establish that feeling of comradeship and goodwill which characterized all the activities of the school. Nor will the students who organized the year book forget their experiences in co-ordinating the work necessary for a successful publication. Long remembered, too, will be the programmes when each class vied with the other to produce the best entertainment and win the coveted cup presented every session to the president of the group carrying off the laurels. In later years, the Christmas Broadcast of carols and a Nativity play was one of the highlights of the year, and part of its success was due to the thought that radios throughout Southern Alberta were tuned in to catch the voices of those from home. Many will recall the last-minute struggle for final records to be entered in the Chronicle, which impressive volume had to be presented in a brief but interesting ceremony to the principal for safe keeping, to be used as a guide by future students. And all these activities were going forward while the main purpose of the school was being carried on with vigor in the class rooms under the instructors, and in the practice rooms of the public school in charge of capable and helpful teachers. When the all-too-brief term was ended, there was great gladness that success had been achieved, but also deep regrets that a happy year had gone.

Not even the briefest history of an institution could be given without paying tribute to the principals who are responsible, more than any other person, for its work and play. Because of his lengthy service from 1909 to 1940, Dr. Coffin's name is inextricably bound up with the history of the Calgary Normal School. His high scholarship and his vision of the progression of education in the province kept academic activities of the school on a high level of achievement. No problem of any student was too slight to receive attention, and in consequence the students indeed made a pathway to his door. His never-failing courtesy and the spontaneity of his humor endeared him to each and every student. His deep concern for the broadest possible development of all people committed to his charge made him give unsparingly of his time and effort. Dr. Coffin for long years was indeed the very heart of the institution and from him radiated the many activities and the abundant life of the school.

When it was necessary to move to the King Edward School for the duration of the war, Dr. Swift took over the reins of office for a short time. During that brief interval he exhibited his excellent powers of organization which were responsible in large measure for his being called to the Department of Education, where in a few months he became Deputy Minister of Education.

Upon Dr. Swift's departure, Mr. Gerald Manning, whose outstanding service in both the Camrose and the Edmonton schools was deeply appreciated, was appointed as principal. It was his duty, which he regarded as a privilege, to oversee the arrangements for the return of the school to its own home. In this capacity he was tireless, giving himself unsparingly to all the activities of the business, academic, and social affairs of the institution, winning the confidence,

the admiration and the love of students and staff alike. His was the honour, too, of being the first director of the Calgary Branch of the Faculty of Education, which office he assumed with marked ability, dignity, and graciousness until his untimely death in March, 1946.

The institution which helped for forty years to mould the training of teachers in this province along with its two sister institutions is now a part of the University of Alberta. It has exchanged the old motto "Juvare Optamus" for that of the University, "Quaecumque Vera", and in doing so continues the same spirit of service to education in the province. To this branch of the University, the Calgary Normal School has brought its prestige, its friendly concern for students, and its long record of achievement to an expanding field of education in the training of teachers in the Province of Alberta.

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1906-1944

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Science in the Development of India

By W. F. HANNA

The past year has seen the close of British rule in India and the birth of Indian independence. But the severing of political connections between India and Britain is not likely to weaken the cultural ties that have grown up between the two countries during the past centuries. Everywhere in India there is evidence of British influence. Even the Congress Party, which was largely responsible for bringing an end to British rule, was started by a British Civil Servant. The Science Congress, which is the scientific counterpart of the Congress Party, also owes its origin to British initiative. It was started by two British chemists at Calcutta in 1914. The Thirty-fourth Indian Science Congress met at Delhi, January 2-8, 1947. Canada sent three representatives to the Congress, the United States five, and the United Kingdom nine. France, Russia, and China also sent delegations. It was my good fortune to be appointed as one of the three Canadian delegates.

For those who are not familiar with science organizations it may be helpful to mention that the Indian Science Congress represents all branches of Indian science. It is comparable to the British Association for the Advancement of Science in Great Britain, and the American Association for the Advancement of Science in the United States. The Science Congress has grown from an initial membership of 105 to more than 1,000, and has expanded its original five sections to thirteen. It is a matter of some interest that India, which has only recently attained commonwealth status and which is still far from becoming a united nation, has for 34 years possessed a national scientific organization, whereas Canada, after nearly a century of self-government, is still without any comparable scientific body.

The Thirty-fourth Congress was notable in two respects: it was to be international in outlook, and it was to be presided over by Pandit Jawaharlal Nehru, Vice-President of the Provisional Government. In 1938 the British Association for the Advancement of Science was represented at the Congress by a large delegation headed by the late Sir James Jeans, but this was the first occasion on which commonwealth and foreign countries had been invited to participate. Obviously the Provisional Government of India was conscious of the benefits that would result from close collaboration between Indian scientists and those of other countries. India is faced with the formidable task of developing her national resources, and modernizing and expanding her industry. All this can be accomplished only with the aid of science. But there were other reasons as well why India should desire

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to establish closer contact with the scientists in other lands. They were to be found in the great political changes that were taking place at that time. India was soon to have self-government and with it would come the benefits and responsibilities of international collaboration in science as well as in politics. It was with a full realization of these impending economic and political developments that plans for the Thirty-fourth Science Congress were drawn up.

The journey from Canada to India was made by air and that in itself was a novel and thrilling experience, especially for one who had never before visited the East. Late in the afternoon we boarded the plane at New York; had breakfast early the following morning at Shannon airport in Eire; lunch in London; tea at Malta; and we bade farewell to the old year as we sped through the night somewhere above the North African coastline. In the early hours of the morning we entered Shepherd's Hotel in Cairo just as the New Year's Eve guests were departing. After a few hours' sleep we took a taxi out to the Pyramids and later made a short visit to the Cairo national museum to get a glimpse of the beautiful Tutenkhamon collection. That evening our plane took off again, this time for Basra at the head of the Persian Gulf, where a brief stop was made at midnight. The following morning we landed at Karachi in Northwest India as the sun was appearing above the eastern horizon. From there an aircraft of Indian National Airways flew us to Delhi. In a matter of hours we had been transported as by a magic carpet half-way round the globe. Such is the miracle of modern air transport.

In Canada it is customary to greet visiting officials with speeches of welcome. In India they employ a more picturesque and less painful form of greeting—the ceremony of "garlanding" which consists of presenting each visitor with a garland of freshly-cut flowers. This was the manner in which the British, U.S., and Canadian delegates were received as they stepped from the plane at Delhi. The warmth of the welcome accorded to the visitors was unmistakable and this first impression was to be confirmed on numerous occasions during the next six weeks. The Indian people proved to be kind and hospitable. This is a side of the Indian character of which Canadians may not be generally aware. Newspaper and radio reports convey the impression, as Mr. Nehru has expressed it, that "the sole or main occupation of the people of India today is to cut each other's throats." Certainly the communal strife which has broken out in parts of India is horrible beyond words and has resulted in the death of thousands of innocent people. But if events in India are to be viewed in proper perspective, it is important to appreciate that only a very small percentage of the people have been involved in communal riots. The vast majority of Indians are ordinary law-abiding citizens, not essentially different from those of any other country.

The meetings of the Science Congress were similar in many respects to those of any other great scientific society. But the picturesque setting in which they were held, a mixture of ancient and modern, and the feeling that great political events were impending, combined to create the impression that this gathering marked the beginning of a new era for India. The official opening ceremonies were presided over by Pandit Nehru who personally welcomed each of the visiting scientists. During the following week scientific papers were presented at the meetings of the



Forest Research Institute, Dehra Dun, with Himalayas in background.

various sections. Each evening two public lectures were given by outstanding scientists. These lectures were invariably well attended. Luncheons, dinners, receptions, and visits to places of historical interest rounded out the week's programme and left the visitors with scarcely a free moment. In this sequence of colorful events it is difficult to single out any particular function. And yet there was one so closely related to the political changes that were soon to take place in India that it can scarcely be passed over. It was Lord Wavell's reception in the vice-regal palace. Even at that time he must have been aware that India was soon to be granted self-government and that his successor in office, soon to be appointed, would write the closing chapter of British rule in India.

President of the Congress was Pandit Nehru who is better known as one of the great figures in India's struggle for self-government. The keynote of his presidential address was that India must look to science for the solution of her economic problems. India, he predicted, had a great future in store for her. The first objective must be to build up a free and self-reliant nation. There would then follow a flowering of science and other activities which would probably astonish the world. India was eager to co-operate with other countries in the ways of peace but would not co-operate in ways of war. Mr. Nehru betrayed his strong nationalist feelings when he reminded his audience that on another occasion he had been elected president of the Science Congress but had been unable to preside as he was at that time the guest of the British Government in Ahmedabad prison.

Like many educated Indians, Mr. Nehru spoke in excellent English. His manner of address was simple, there was no attempt at oratory. It was obvious that he spoke with the utmost sincerity and conviction. This impression of sincerity and of faith in India's destiny was confirmed a few days later when I met him in his own house at a luncheon given to a small group of visiting scientists. We were received with the greatest kindness by Mr. Nehru and his daughter.

It was a rare privilege indeed to meet this remarkable personality in the informal atmosphere of the family circle. One felt that here was no ordinary political leader, but a man who combines the qualities of scholar, statesman, and humanitarian, and who is above all devoted to the cause of his country.

When the Congress ended scientists from abroad were invited to visit universities and research institutes throughout India as the guests of the Provisional Government. This gave us an opportunity to spend almost a month travelling in British India with stops of a few days at most of the larger institutions. Brief visits were also made to two of the Indian States—Hyderabad and Jodhpur. It was during the course of this trip that one came to realize the difficulty of singling out any particular phase of Indian life as being representative of the whole country. India is a maze of contrasts and contradictions. It is a jumble of ancient and modern; a gigantic museum of customs and beliefs that have survived almost untouched through the centuries. The history of India can be traced back to about 5500 B.C. and at that time there flourished in the Indus valley a civilization which, in point of view of comfort and organization, probably surpassed that which is to be found in many parts of India today.

Indians speak a dozen main languages; and there are over 200, each spoken by a million people or more. English is probably the language in most general use among educated Indians. The Hindus who comprise about three-fourths of the population are divided into some 2,000 castes or sub-castes whose members cannot eat together or intermarry. Until less than a year ago, nearly half of India was under the rule of the Princes whose 562 States varied in size from a few square miles to territories the size of Italy. Some of the States were ruled by benevolent autocrats who adopted progressive policies and endeavored to improve the welfare of their people. Other States have not progressed beyond the feudal stage. Nearby, in the Provinces of British India, ideas of democracy have become firmly established. In India wealth and splendor are to be found alongside of poverty and starvation. There is beauty in India, the serene and exquisite beauty of which the Taj Mahal is a symbol, but there is also much that is ugly and sordid. In the midst of this mosaic of diverse customs and scenes the visitor experiences a feeling of surprise and bewilderment, not unlike that suggested by Capt. Atkinson in *Curry and Rice*.

What varied opinions we constantly hear
Of our rich Oriental possessions.
What a jumble of notions distorted and queer,
Form an Englishman's Indian impressions.
Hot winds, holy monkeys, tall minarets, rice,
With crocodiles, ryots, and farmers,
Himalayas, fat babus with paunches and pice
So airily clad in pyjamas.

It was on February 20 last, the day on which I left London for America, that Prime Minister Attlee announced in Parliament Britain's decision to withdraw from India in 1948. For nearly a century Britain has guided the destinies of that great sub-continent and for a century before India had been under the rule of the East India Company. Now the sceptre was to be passed to other hands; the Indian people were to be free to choose their own government, either as a commonwealth within the framework of the Empire or as an independent state.

The events that have taken place in India during the past six months are well known to almost everyone. Briefly, the country has been divided into two separate dominions: Pakistan, which is predominantly Moslem, and India, which is predominantly Hindu. The Indian States, with the exception of Hyderabad and Kashmir, have been absorbed by one or other of the two dominions. Whether India and Pakistan will retain their present status or become independent is a matter which they themselves will have to decide.

To many students of Indian affairs the paramount problems confronting any future government of India appear to be political in nature—the communal question; the position of certain States; and the defense of Indian territory. But the basic problem in India today, as it has been for many years, is economic, not political. It is food; the problem of providing an adequate diet for millions of hungry people. Until the standard of living of the masses can be improved India's hope of developing into one or more great democratic nations cannot be fulfilled.

India is a poor country notwithstanding the glittering splendor of the maharajahs and the tales of fabulous wealth that have been brought back by travellers from the Western world since the earliest times. Her agriculture is primitive; much of her land is arid and can produce crops only when irrigated. From Karachi in the west across the heart of India, a distance of some 1500 miles almost to Calcutta in the east, stretches a vast plain, some of it desert and much of it dry and dusty except during the monsoon season when the vegetation suddenly springs to life and clothes the landscape for a brief period in a mantle of sub-tropical green. Water is precious in India.

The most arresting fact about India is her huge population. In the sixteenth century the population is estimated to have been some 100 millions. For 300 years it increased only about 50 per cent. But in the last 50 years India's population has doubled to the present figure of 400 millions. If some giant pied-piper were to call together all the peoples of the world in one vast assemblage it would be found that almost every fifth person was an Indian.

To provide a reasonable standard of nutrition for 400 millions would tax the resources of any country, but that is by no means the only problem that confronts India. Each day some 14,000 persons are being added to the population; each year food has to be found for 5,000,000 newcomers. In the last 20 years the population of the country has jumped by 83 millions, and it has been estimated by the Health Survey and Development Committee for India that if the present rate of increase continues there will be a further increment of 83 millions in the next 10 years. For those who like to deal in astronomical figures it may be of interest that the most gloomy predictions have suggested a population of 12 billions for India by the year 2045. In respect of numbers and rate of increase India appears to have established an all-time record for human fecundity. Her closest rival for this doubtful distinction is probably little Puerto Rico, which has also succeeded in doubling its population in the last 50 years to the present figure of two millions.

Opinions may differ as to how long India's population will continue to increase at the present rate, but all will agree that the task of providing food for even the

present 400 millions is a formidable one. Nutritionists state that signs of under-nourishment appear when the daily diet is below 2000 calories; resistance to disease begins to drop off at 1600 calories; and definite symptoms of starvation appear with a diet of 800 calories. And yet the calorific value of the average Indian's diet is only about 960; just enough to avert starvation.

The problem of nourishing Mother India's millions is made particularly difficult by the character of her agriculture and the uncertainty of harvests. A considerable part of the 300 million acres under cultivation, 80 per cent of which is devoted to food crops, is semi-arid. Some 56 million acres are under irrigation—an area not far short of the total acreage sown annually to all crops in Canada. Methods of irrigation in India vary from the most primitive, where well water is used to irrigate a few acres, to modern and spectacular schemes like the Lloyd Barrage and Canals in the Sind, the Cauvery project in Madras, and the Sutlej Valley Works in the Punjab. But notwithstanding the enormous tracts under irrigation, Indian agriculture is still a "gamble in monsoon". In a country where nine-tenths of the people depend directly on agriculture for their livelihood, where transportation is inadequate, and where storage of food-stuffs from one season to another is almost unknown, failure of the monsoon spells disaster. The spectre of famine is ever present in India.

The food problem facing India today is by no means new in human experience. But never before has a country been confronted with a similar problem of such magnitude. Throughout the ages the chief preoccupation of mankind has been with the provision of food. Seventy-five or a hundred years ago Europe was faced with over-population and inadequate food supplies. The pressure of population was relieved by emigration and by a gradual drop in the birth rate. At the same time, vast new tracts of land were placed under cultivation in America, improvements were made in agricultural practices; mechanized farming was introduced, and more productive varieties of crops were developed. By the early thirties of the present century it seemed that the battle of food production had at last been won. Great surpluses of food piled up and a part of the world was confronted with the problem of over-production in place of want. This paradise of plenty was short-lived. World War II saw the rapid disappearance of embarrassing food stocks and today the world is faced once more with the spectre of want.

It will be readily apparent that the measures adopted in Europe a half century ago to adjust population to food supply can be expected to contribute little, if anything, to the solution of India's problem today. Emigration in numbers that would be effective is out of the question. The cruel fact is that Indian immigrants are not welcome anywhere. Not so long ago the question of discrimination against Indians in South Africa occasioned a heated discussion at the United Nations meetings. Even in Canada Indians have only recently been granted full rights of citizenship. Birth control, apart altogether from offending Hindu religious beliefs, is unthinkable for such a huge population, a great part of which is illiterate and poverty-stricken. The standard of living in India might be raised, but only slightly, by the importation of food supplies from other countries. Canadian wheat would help. But even an additional 120 million bushels of wheat per year would only raise the average Indian diet from 960 calories to a little over 1000.

India, then, is faced with two separate but inter-related problems. One is to provide an adequate diet for the present population. The other is to check the rapid increase in population that is now taking place. The solution to both these problems, if they can be found, must rest primarily with the Indian people. But the success or failure of their efforts is of vital concern to the western world. It is no longer possible for the West to isolate itself from the East either politically or economically. We are living in one rather small world and it is futile to expect that the western nations can have lasting peace and prosperity while one-fifth of the world's people exist in a state of semi-starvation.

The most hopeful aspect of the Indian scene today is the vigorous spirit of nationalism which is now moving the educated people of that country as never before. This may be India's salvation. India is on the move, and when one-fifth of the world's population stirs history is in the making. The spirit of nationalism that is sweeping India may well prove to be comparable to the great revolutionary upheavals that have occurred in the past in other countries. Invariably these have resulted in a quickening of the national pulse, a fresh outlook on problems, and in profound economic and social changes.

National ambition alone cannot solve India's problems but if the new spirit now manifesting itself among the educated people of India, particularly the youth, can be harnessed and directed into productive channels, the results may be far-reaching. The leaders of the new dominion of India apparently do not intend to let this opportunity pass. They are planning a new deal for India with science playing the leading role. In the India of tomorrow the scientific resources of the country are to be mobilized on a grand scale in an effort to modernize and expand industry and improve agriculture. Applied science is to become an instrument of national policy. Many new laboratories are being constructed and equipped. More than a thousand young scientists are being trained abroad at government expense. It is to science that India looks for the key to her future economic development.

This new outlook is perhaps symbolic of the changes that are taking place in the country. For centuries India has been preoccupied with religion and philosophy and her scientific output has not been in proportion to the resources of the country and its great population. The need for a fresh approach to Indian problems has been clearly stated by Pandit Nehru in the following words, "We have too much of the past about us and have ignored the present. We have to get rid of that narrowing religious outlook, that obsession with supernatural and metaphysical speculations, the loosening of the mind's discipline in religious and mystical emotionalism, which come in the way of our understanding ourselves and the world—there is only one-way traffic in time."

Up to the present Indian science has been characterized by the outstanding contributions of a few brilliant individuals. There has been a notable absence of that co-ordinated teamwork which has been developed to so high a degree in countries like the United States, Canada, and Russia and which, during the war years, was productive of such remarkable achievements. But people who have given to the world brilliant mathematicians like Ramanujan, and great physicists

like Raman, the Nobel prize winner, cannot be lacking in scientific talent and aptitude.

There is no doubt that Pandit Nehru's government is keenly interested in scientific research. Nehru has been termed a scientific visionary. Actually his attitude towards science is that of an intense realist. He believes that the only approach to world problems is the scientific approach. Indian science, in Nehru's view, must not concern itself with a search for truth alone. Its first task will be to promote the welfare of the people. "India," he said, 'is a hungry, starving country and to talk of truth and God and even many of the fine things of life to millions who are starving is a mockery. We have to find food for them, clothing, housing, education, health, etc.—all the absolute necessities of life that every man should possess—when we have done that, we can philosophize and think of God. So science must think in terms of 400,000,000 persons in India."

India is eager to profit from the experiences of great industrial and agricultural countries like the United States and Russia. She is particularly interested in her next-door neighbour Russia which, in the course of the past quarter of a century, has been transformed from a backward illiterate country into one of the leading agricultural and industrial nations of the world. Today India is confronted with a similar problem and it is perhaps natural that she should manifest a special interest in the part science has played in the development of Soviet Russia. This interest in Russia's achievements does not necessarily imply that India will adopt the compulsory methods employed by the Soviets. There are communists in India and the miserable condition of the majority of the people offers a fertile field for communist propaganda. On the other hand, religious beliefs are deeply rooted in India and they are likely to provide an effective bulwark against the spread of communistic doctrine.

Manpower, scientific skill, and technological "know how" are indispensable assets in any program of agricultural and industrial expansion but they must be backed up by great economic resources. In this respect India is not lacking. It has been estimated that the 300 million acres now under cultivation can be augmented by a further 150 million acres. The area under irrigation can be increased by a million acres. The use of fertilizers and improved varieties of crops, as well as the adoption of modern farming methods would greatly increase the productivity of the land now under cultivation. To support a program of industrial expansion, India can draw upon vast deposits of two key materials—coal and iron. Her coal resources have been estimated at 65 billion tons; her iron ore resources are considered to be sufficient for a thousand years. India also possesses a potential source of atomic power in the form of monazite, a thorium-bearing mineral which is found in notable quantities in Travancore.

The great changes that are taking place in India today may well be of vital concern to Canadians. Heretofore, Canada has been regarded as one of the senior partners in the British Commonwealth of Nations. But with entry into the Commonwealth of two new partners having a combined population of 400 millions, our position can scarcely remain unaffected, and it may well happen that the centre

of gravity in commonwealth affairs will shift from West to East. By becoming a member of the Food and Agriculture Organization of the United Nations, Canada has associated herself with other countries in an endeavor to increase food production and improve the condition of millions of needy people. As partners in this great undertaking we cannot remain indifferent to the success or failure of India's efforts to increase food production. That country may well become a testing ground for ideas of international co-operation in the production and distribution of foodstuffs.

Many people take the view that the limit of population has already been reached in India, if not exceeded, and that the country cannot support a larger population. The same is probably true of other countries as well. Certainly there is a definite limit to the number of people the world can provide with food. What the limit will prove to be will depend on the efficiency of our methods of production, our system of distribution, and the standard of living we demand. It has recently been estimated that an additional 1,000,000,000 acres of tropical land and 300,000,000 acres of extra-tropical land are suitable for food production, and that if these great areas were placed under cultivation the total food resources of the world would be sufficient to support a population of some 6,500,000,000. When viewed in this perspective the task of feeding India's millions and the other needy peoples of the world becomes more hopeful. If the natural resources are available, the question is whether or not we choose to develop them for the good of mankind through the application of scientific principles. This is the great challenge that presents itself to thoughtful people today. It is a task which will call for energy, vision, and international co-operation of the highest order.



NEW COURSE IN PETROLEUM ENGINEERING

The University of Alberta will institute a course leading to a degree in Petroleum Engineering commencing with the next session. The course will be offered in the Faculty of Engineering through the Department of Chemical Engineering. Students will be admitted to the course following the completion of the first two years of engineering.

The course will provide for specialized training in the development and production fields of Petroleum Engineering. Steps are now under way to make the necessary staff appointments and provide the required laboratory equipment.



Don't miss notice re Alumni Association dues on page 68.

Faculty of Education and Clover Bar Division

By J. C. JONASON

In the Fall of 1946 the Board of Teacher Education recommended to the Honorable R. E. Ansley, Minister of Education, that an Educational Workshop and Research Unit be set up to enable the Faculty of Education to enrich the teacher-training experiences of its students and to afford opportunities for the staff and senior students of the Faculty of Education to conduct educational surveys and experimental work that would make worthwhile contributions to the advancement of education in the province of Alberta. Because of its proximity to the University it was suggested that the Clover Bar Division would be an ideal area in which to carry out the research and experimental work.

At the outset it was made clear that the Faculty was not seeking to set up a rural practice teaching unit in the Clover Bar School Division. The aim was twofold: to provide the special one year students in education a short period of observation in rural schools and to enable the Faculty of Education to give leadership in the Teaching Profession comparable to that given by the Faculty of Medicine to the Medical Profession. It was further pointed out that the work done by the Faculty in the Clover Bar School Division would be of great value not only to the schools of the Division but to those of the whole province.

The scheme was approved by the Minister and after conferences in which Mr. W. E. Frame, Chief Superintendent of Schools, Dr. M. E. Lazerte, Dean of the Faculty of Education and J. J. LeBlanc, Superintendent of the Clover Bar School Division met the Clover Bar Board, I was appointed Liaison Superintendent to assume my new duties on September 1, 1947.

The first six weeks were devoted to preliminary organization work. By the middle of October the following had been accomplished:

1. I had held meetings and consultations with the Chief Superintendent, Superintendent Le Blanc and the Board of the Clover Bar Division, and the Dean and staff of the Faculty of Education in order to get their views on the general policy that should be adopted in launching this new experiment.
2. All schools in the division that are accessible throughout the year, by rail or all-weather highways, were visited in order to determine their suitability for observation or experimental purposes: incidentally, when making these visits, the proposed scheme was outlined to the teachers, who invariably were quite favorable to it.
3. I addressed the teachers of the Clover Bar Division at the Fall Convention held in Edmonton, in order to inform all the teachers of the division regard-

Mr J C Jonason, an Alberta graduate, has explored successfully every possible branch of education. He has taught in rural, consolidated and urban schools, he has served the province as superintendent of schools, Normal instructor, and at present he is Associate Professor in the Faculty of Education. During the war he served as Intelligence Officer for four years. His wide experience should be invaluable in his work as Liaison Superintendent.

ing the services the Faculty of Education was offering them. Co-operation by the teachers in conducting educational research work was solicited. The President of the Clover Bar Local A.T.A. gave assurance that the Local would be whole-heartedly behind this endeavor to advance the cause of education.

4. On October 11 the Dean and staff of the Faculty entertained the Teachers, Superintendent and Board of the Clover Bar School Division, and certain of the senior administrative officials of the Department of Education at a seminar and tea in the Education Building. Besides acquainting the teachers with numerous ways in which the Faculty hoped to serve them, this gathering served to make the Clover Bar teachers and the Faculty staff better acquainted, and laid the basis for friendly co-operation between the two groups, so necessary for the success of this new venture.

Naturally difficulties in initiating this new scheme have been met but as yet none of these have proved to be insuperable. The achievements to date may be summed up as follows:

I. Observation and Participation by Junior Elementary and Intermediate Student-teachers.

During the last two weeks of October and the first week of November three classes of Junior Elementary and Intermediate student-teachers were sent out to rural schools for observation and participation. Each class spent four consecutive days in the schools. Before being sent out the students were carefully briefed on what they should observe and on how they might participate in the activities of the schools.

Upon their return from these visits the students submitted written reports on their experiences. The students were unanimous in stating that this experience in the rural school situation had been most valuable.

Prior to these rural school visits the discussions in school administration classes were merely of academic interest to the students. Upon their return from first hand experience in real rural schools the keen interest taken by the students in school administration problems and the intelligent way in which they now participate in class discussions of these problems show that sending the students to the schools was well worthwhile.

Reports from the teachers in charge of the schools reveal that the teachers were impressed with the splendid attitude of the students. Not only did the students display eagerness to learn as much as they could about the complicated business of running a multiple-grade rural school but they were glad to assist with the many routine duties a teacher has to attend to in running a school of this type.

One can safely say that this first co-operative effort was most successful. Much credit for this success should be given the teachers of the Clover Bar School Division for the way in which they did their part.

II. *Faculty Service.*

At the request of the teachers, a number of projects have been started through which members of the Faculty of Education are performing very valuable professional services for the schools of the Clover Bar Division. As predicted by Dean Lazerte, the demand for these services is greater than the facilities of the Faculty to meet immediately. In so far as possible attention will be given to all requests at the earliest opportunity.

The following is a summary of what has been accomplished to date:

1. A remedial reading programme under the direction of Miss Newton is in progress in a rural school, where such assistance was urgently needed.

2. The latest revision of the Elementary Programme of Studies suggests that parallel activities in science may be carried on in schools when difficulty is encountered in introducing sufficient science work into the main enterprise that the pupils are developing. Assistance in conducting such a parallel activity in science in a rural school has been given by Mr. H. A. MacGregor and by the Geology Department of the University of Alberta.

3. A suggested timetable, to meet the needs of rural schools, in the light of recent changes in the elementary programme, has been prepared by Mr. G. K. Haverstock for trial and adaptation in several rural schools.

4. Miss E. A. Hastie is assisting an inexperienced teacher in a rural school with the planning and developing of a health enterprise.

5. An English survey has been started by Mr. H. T. Coutts and a committee of senior education students, in a five-roomed high school in the division. A remedial programme, based on the findings of this survey, will be undertaken during the spring term.

6. Two guidance clinics under the direction of Dr. H. E. Smith are under way at the present time, one in the senior room of a two-roomed rural school, and the other in a three-roomed high school. Committees of senior education students are assisting Dr. Smith. The Director of Guidance of the Department of Education, Mr. A. A. Aldridge, is also associated with the work of these guidance clinics.

7. Special assistance has been given by other instructors in the fields of teaching English, music, physical education and social studies when these instructors paid informal visits to various schools in the division.

III. *Correspondence School Liaison Work.*

In response to a request from the Director of the Department of Education Correspondence School, arrangements were made for several visits to three rural schools in the Clover Bar Division, by Miss Robinson, Director of the Elementary Division of the Correspondence School, and Mrs. Fox of the same branch. These ladies are re-writing some of the elementary school correspondence courses. Pupils from Grades III to VI inclusive, were given sample correspondence exercises to do. From their achievements in doing these exercises and from oral discussions with the pupils, Miss Robinson and Mrs. Fox were able to gauge the difficulty and the pupil appeal of the material they were preparing for use next year.

At the time of these visits, the Liaison Superintendent administered standardized reading tests in these schools. The results of these tests will provide additional checks on the validity of the informal test findings regarding the correspondence work, and in addition will help the teachers of these schools in dealing with retarded readers in their schools.

The foregoing brief review of how this new service of the Faculty of Education was organized and the summary of what has been achieved to date will serve to indicate the type of work that is being attempted as well as some of the possibilities for further development.

In the past, teacher institutions have been criticized on the ground that many of the instructors were for the most part theorists, few if any having real contacts with ordinary classroom situations. It was granted that all of the instructors had had some teaching experience in grade schools but in many instances that was so long ago that the experience was of little value in the light of changes in curriculum content and changes in methodology that had taken place since that time. Many have felt that it would be much better if the instructor, instead of handing on to the students information regarding teaching methods, which he himself has acquired vicariously, should be able to say that from first hand, recent experience in the classroom he could recommend the teaching devices or methods he advocated in his lectures.

With this in mind the "Workshop Plan" is being adopted to give the instructors the real contacts they should have with ordinary schools. For example in undertaking the remedial reading program, that is in progress at the present time in one of the rural schools, no attempt was made to secure a relatively favorable situation in which the instructor could apply her theories. The very reverse was the case. The school chosen was one with average equipment, a heavy enrolment of pupils in Grades I to VIII, most of whom were seriously retarded in reading. The teacher in charge of the school had but one year of teaching experience. Here was a school desperately in need of help.

The situation is not being handled by remote control. Miss Newton and the Liaison Superintendent performed the diagnostic testing and are prescribing the remedial measures to be followed. Weekly visits are being paid this school to check the effectiveness of the remedial work and to give the teacher special help with the most seriously retarded pupils. From time to time Miss Newton will take some of her students with her to this school to see the methods she is dealing with in her lectures given practical application in a real classroom.

What has been said about remedial reading will apply equally well to the teaching of any of the other school subjects. General methods should also receive similar demonstration. For over ten years the "Enterprise Method of Teaching" has been the approved way of offering instruction in the Elementary School. Student-teachers should see this method employed not only in the single-grade, well-equipped city school classrooms, that are staffed with carefully selected demonstration teachers, but they should see the method being applied with reasonable success in the ordinary multiple-grade schools such as those to which they themselves will

be going when their university course is completed. The health enterprise, to which reference has been made, is an attempt to show students that enterprise procedures can be used in an ordinary rural school to secure results that compare favorably with those obtained in the city demonstration schools.

It is in the field of pupil guidance, however, that there seems to be the most urgent need for leadership for the Teaching Profession. During the last decade a constant process of "streamlining" the curriculum has been going on, particularly with respect to the High School. Every attempt has been made to make the high school curriculum as diversified as possible. The regulations relating to the various programmes of study offered high school students are so complicated that the average parent does not understand them. Many students are following aimlessly courses they would be well advised to abandon. In many instances very little thought is given to drafting a program. Students sometimes have very trivial reasons for selecting a course, such as, "A friend is taking the same course," "Everybody is taking it," or "It seems to offer the path of least resistance to secure a High School Diploma." There is urgent need for programme selection guidance.

Then there are the cases of students who flounder through high school because they were admitted with poor academic background. Some pupils are seriously handicapped because they did not acquire mastery of the "skill" subjects such as reading, writing, spelling and ordinary computation while taking the work of the Elementary and Intermediate Schools.

It must ever be borne in mind that there are two kinds of "C" students who enter High School. First there are those, who lack ability and are therefore unable to secure better than a "C" grading on the Grade IX Departmental Examinations. Then there is another group of students of good ability, who, because of various unfortunate circumstances during the years they were taking the Elementary and Intermediate School work, were denied the opportunities of proper schooling which would have enabled them to acquire the skills and the mastery of content material that students must have to ensure success in higher studies. Unless students in this latter group receive special remedial work and sound guidance in course selection early in their high school careers they suffer a tragic fate.

The school should offer guidance, not only in the field of academic work, but it should be prepared to help students develop well-balanced personalities by giving them help in solving their personal and social problems. To do this properly, every school should have one or more carefully trained guidance counsellors to deal with the ordinary problem cases. Where help is required to deal with serious cases of personality or school maladjustments the counselling teachers should be able to call upon a psychiatrist for specialist aid.

In a few school divisions and some of the larger urban centres, the need for pupil guidance has been recognized. In these places guidance experts have been appointed to deal with the problem on a local basis. The Department of Education has also taken cognizance of the fact that leadership is required in this work. Recently the Department appointed Mr. A. A. Aldridge as Director of Guidance for the province. He is giving all possible local assistance in this field until the work can be organized on a province-wide basis.

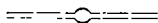
No one man, however, in any school system, whether it be of the province as a whole, of a large school division or of an urban district, can solve the guidance problem unassisted. In the last analysis he must look to the individual teachers in his schools for a great deal of help if worthwhile results are to be obtained. The best results can be secured only if the teachers are well trained in the field of guidance work.

Here then is the crux of the whole problem. At the present time many of our schools are without teachers, other are staffed with inexperienced teachers, while many of the remainder, although they have experienced teachers, have few who have had training in guidance work.

One does not learn to do diagnostic work simply by reading about it. Skill in administering and in interpreting the results of psychological, aptitude and achievement tests comes only through first hand experience in carrying out a testing program.

Counselling is an art not easily acquired. First efforts at counselling should be undertaken under the direction and supervision of a counselling expert. Senior education students are now getting in the Clover Bar guidance clinics the practical guidance work experience, under competent supervision, that is needed to supplement the theoretical work they are doing in the University. Thus year by year, the number of teachers trained to undertake and to give leadership in guidance work will steadily increase and in the not too distant future we shall be able to cope effectively with the problem of pupil guidance throughout our whole school system.

It is too early to predict the ultimate results of founding the Faculty of Education and Clover Bar Workshop Research Unit. The achievements to date may seem to be insignificant, but this is significant that a start has been made to deal realistically with some of our major problems in education. It is fascinating to think about further possible developments of the project for they seem to offer infinite possibilities for service to the Teaching Profession and to the cause of education in Alberta.



The Canadian Branch of Longmans, Green and Company, feeling that the boys and girls of Canada are unfortunate in having for recreational reading a limited number of books with a Canadian background in the fields of biography, historical fiction, travel and action, are inviting submission of manuscripts (fiction or non-fiction) for the age level twelve to sixteen (Grades 8 to 10). In the field of fiction historical fiction is preferred but not the only interest. For further information write to Bernard McEvoy, Longmans, Green and Company, 215 Victoria Street, Toronto 1.

Banff the Canadian Salzburg

By DONALD CAMERON

They come to Banff in the summer time! Painters and sketchers, and just plain daubers. Students of the theatre—workers' theatre groups from Toronto and Vancouver, Little Theatre groups from Moose Jaw and Peace River, from Medicine Hat and Montreal.

They are young, they are middle-aged and mature. Some are enthusiastic youngsters who are hoping for professional careers on the stage. Others are teachers going back to remote villages on the frontier, like Notikewin and North Star in the Peace River country where more than one student will show the dusky skin of a Cree forefather.

They come to Banff to make music. Piano students from Calgary and Winnipeg, and choral singers from Vancouver and Philadelphia. The morning air is filled with the notes of Bach and Schumann and Ravel, coming from a dozen practise pianos.

They come to Banff as weavers and leathercrafters who weave and tool intricate designs and patterns. They find their motifs in the trees and flowers of the forest, in the mountain crags and in the Indians and cowboys of the western plains.

There are potters too who express their ideas in terms of vases and bowls and little toy dogs.

There are writers and poets and playwrights, and just plain scribblers. There are some whose names are known in radio and the theatres of city and village alike. There are others whose names will never be known but they will find satisfaction in sharing the ideas and experiences of others.

Students of Oral French come from the schools and colleges, from Ontario to British Columbia. They live in French chalets where only French is spoken—where the songs that are sung are the martial airs of France or the rollicking tunes of the French-Canadian.

They come in hundreds from the farms and the towns and the villages. They come from Halifax and Vancouver, and from Texas and New York and many places in between. They come with varying degrees of education and experience, with a mixture of hopes and dreams and ambitions; and for six weeks they become part of an exciting, stimulating adventure, doing the things they want to do, in Canada's Banff School of Fine Arts.

The Banff School of Fine Arts came into being in August, 1933, as a result of a Carnegie grant to the University of Alberta for a program of encouragement of the fine arts. In considering ways and means for making the most effective and far-reaching use of the grant, the University decided that the training of

Donald Cameron, M Sc (Alberta), Director of the Department of Extension, is by the same token Director of the Banff School of Fine Arts. He is now busily preparing for the sixteenth annual summer session of this famous school in the Canadian Rockies. The enthusiasm which Mr. Cameron displays in **Banff, The Canadian Salzburg**, is entirely characteristic of the man and has been no doubt one of the chief forces behind the amazing success of this venture in "artistic experience."

community leaders and teachers was a first and necessary step. The idea of establishing the training centre in Banff was a stroke of inspiration.

It was agreed that an experimental school in the Arts related to the theatre should be held in Banff during August, 1933, if 40 students would register for the course in advance and pay a \$1.00 registration fee as evidence of their interest and good faith.

Instead of 40 students, 130 presented themselves at the school and they proceeded to study the elements of stage production and action with an eagerness and enthusiasm not seen in a university classroom in many a year.

Arrangements were made with the Banff School Board to use the Banff schools and an old theatre for teaching purposes. Students found their own living and dining accommodation in the town.

The experiment was repeated in 1934 with even greater success, and no one was deterred by a \$5.00 tuition fee. In 1935 a painting division was added to the school of the theatre. In 1936 a master class in piano was added and the school for the first time was advertised as the Banff School of Fine Arts.

Classes in choral singing were added in 1937, and a start was made in the encouragement of creative writing.

In 1939, courses in weaving and design were added to the curriculum and in 1940 a school of Oral French was added at the request of the Alberta High School French Teachers' Association.

A modelling and pottery class was the next addition in 1943; and in 1944 an Annual Writers' Conference for western writers became a part of the school.

As the school continued to grow and expand it became necessary, in 1937, to run a dining-room and dormitory service. Seventeen students participated in the first dining-room and dormitory. In 1947, the school had 70 buildings under contract for dormitories and classrooms, and served over 1,000 meals a day in the school dining-room.

Students are at liberty to make their own arrangements about accommodation and many do; but from 75 to 80 per cent prefer to utilize the facilities provided by the school. These consist in the main of cabins, bungalows, and private houses contracted for in advance, and administered under school supervision.

From the \$1.00 registration fee charged in 1933, tuition fees have increased to an average of \$40.00 for the six weeks summer session. The courses in art, music and theatre now carry regular university academic and teachers' credits, which can be applied towards degrees in the faculty of Arts and Science, Education and Fine Arts in most of the leading Canadian and American Universities.

From an enrolment of 130 students in 1933 the School has grown to a registration of 600 in 1947. In each of the last two years large numbers of students have had to be refused admittance because of lack of accommodation.

In the past 15 years, 4,000 students have gone through the school. They have come from every province in Canada and from most of the 48 states in the United States. They have come from England, from Australia and the Argentine. In one year the school included within its student body, a Judge of the Supreme Court of Alberta, brushing up on his French, the millionaire head of a well-known sewing machine company from California and three of his family taking art and

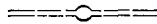
handicrafts, a lady sheriff from New Mexico taking painting, and the negro head of the drama department of Booker T. Washington's famed Tuskegee Institute in Alabama.

Such in brief is the story of fifteen years development of a distinctly Canadian institution dedicated to the encouragement of the arts in Canada. In that period of time the school has had on its staff the leading artists in every field from all over the American continent. The policy has been in the past, and will continue to be in the future, to get the best men and women available.

What has been said will indicate that the Banff School has taken firm root in Canadian soil. It has done this during five years of depression and six years of war. It has done so because it has filled a need and satisfied a hunger in Canadian life.

Looking to the future we believe that the Banff School can go forward to become a great Canadian institution and that, in time, Banff will become the Salzburg of America. Such is our faith in the ultimate destiny of the Banff School that the University has set up the Banff Foundation for the purpose of enlisting the aid of Canadian citizens and institutions in providing funds which will make this development possible.

Considerable success has already been achieved and a start has been made on a building program that will ultimately provide dining, sleeping and classroom accommodation for 1,000 students. When these buildings are ready, the Banff School instead of operating as a summer school will operate the year round. How long it will take to reach that goal we do not know—three years, possibly five, but not much longer. When that day comes, as come it will, our policy will be the same as it is now: to stress high standards of achievement in every field, to invite as guest instructors the leading artists from all over the world, to seek to develop and encourage the creative spark in every student and to direct that creative effort towards the development of a rich Canadian culture in the warm and friendly atmosphere of the Canadian West.



THE SAM J. GORMAN SCHOLARSHIP

The executors of the estate of the late Sam J. Gorman, pioneer business man of Edmonton, have established in his memory a scholarship in the Faculty of Engineering at the University of Alberta. This scholarship will be financed by royalties from oil produced on property belonging to the estate. The family has assigned to the University for this purpose a share of the royalties which is expected to yield \$7,000.

The University proposes to award this scholarship annually to a student in petroleum engineering. The annual value of the award will be \$200, and it will be made on the basis of need as well as scholarship.

Red Flannel Hash

By GEORGINA H. THOMSON

Glancing through a paper one day, I came upon some verses by F. Morse Wemple in praise of "Red Flannel Hash." The writer grew quite eloquent on the subject, declaring:

"Better art thou than goulash of the Hun
And Oriental olios, or haughty victuals masked
With spiced veneer. For Hash there is no synonym."

It was the first time I had ever seen the name "Red Flannel Hash" in print, but at the thought of the dish itself, I could sing with Mr. Wemple, "E'en now with pangs nostalgic I am seized." It went back to the time years ago when I first left home to teach a small Alberta high school.

I got off the train feeling very lonely and green and scared. The trustees had not bothered to meet me nor to arrange for a boarding-house. There had been no diner on the train and I was hungry, and yet, after I had dragged my suitcase over to a nearby hotel and sat down in the dingy dining-room, I could hardly swallow a bite because of the big lump in my throat.

Later I ventured forth to find a boarding-house and met in with my future colleague, Miriam Bowman, Class 1918, who had arrived a day ahead of me. She told me she had been ringing doorbells all over town in a vain attempt to persuade someone to take her in as a boarder. We joined forces but with no better luck.

"Go to Mrs. Brissett's", said one woman. "She is the best cook in town and used to board the teachers." Miriam had already been there and been refused, but in desperation we decided to try again. Mrs. Brissett told us that she had not been well and had been ordered by the doctor to "take things easy," but to our surprise she agreed to let us stay. Months later she confided that what made her change her mind was the fact that I looked so small and lonely, and she thought that some day her own little girl Florence might be away from home in a strange town.

Anxiety about my new job kept me awake most of the night, and I arrived at the breakfast table so frightened that my teeth chattered. I told Mrs. Brissett that I simply could not eat anything, but she was not impressed. She set before me a plate with crisp bacon, eggs with frilled edges, golden toast, hot and dripping with butter, and the sort of coffee that tastes even better than coffee smells, if that can be. She then stood over me and saw that I ate it all. She was a big handsome woman, with rosy cheeks, white hair and immaculate appearance. From "Daddy", her good-natured husband, down to Blackie the spaniel, she ruled her household with a rod of iron and spoiled them just as thoroughly. I realized that I had no chance in an argument with her, so I swallowed the breakfast. Of course she was right. The hot well-cooked meal supplied the morale I needed to face my new classes, and things went off much better than I had expected.

Miss Georgina Helen Thomson, B.A. '19, M.A. '25, the author of *Red Flannel Hash* is at present on the staff of the Calgary Public Library. Her many admirers will recall *A Freshette of 1915 Remembers Dr. Tory* which appeared in the April 1947 issue of *The New Trail*. We hope to publish another charming article by Miss Thomson in the near future.

From then on, I needed no urging to do justice to her good food. She was a French-Canadian, but had spent a large part of her life in Massachusetts, and she combined all the best points of French and New England cookery. It does not do to dwell too long on the subject of succulent dishes, but I recall how for Monday's dinner, instead of Sunday's left-overs, she always served sirloin steak, tender and delicious, with a generous lump of butter sizzling on each portion. Saturday nights, in true New England fashion, we had baked beans and Boston brown bread, the beans being put on to parboil before breakfast and simmering all day in the oven. I was young and always hungry, and I could hardly wait till the oven disgorged that bean jar with its savoury brown contents.

And so we come at last to the red flannel hash. Every Thursday at noon we had a New England boiled dinner, the platter resembling a poster for "Plenty", with every type of vegetable arranged around the meat in the centre. Then for supper on Thursday nights, all the left-over vegetables were chopped up together and warmed up with plenty of butter or dripping in the frying-pan. It was the beets that supplied the beautiful red color that gave the dish its name, Red Flannel Hash. It had a strange fascination for us. Coming in after a hard day's work and a walk in the frosty air, we would devour plateful after plateful of the hash, to the peril of our waist measure.

We had never heard the name, "Red Flannel Hash" before, and somehow got the idea that it was an invention of Mrs. Brissett's. Since reading the verses on the subject, however, I have made a systematic search through the cook books in the Public Library. I went through a dozen or more before I finally found it in *Good Food and How to Cook It*, by Phyllis Krafft Newill. She first gives a recipe for vegetable hash in general, using any assortment of cooked vegetables in the proportion of 2 cups of potatoes to 2 cups of vegetables, all cut fine and mixed together. If the hash seems too dry, add a little cream or left-over gravy to moisten it. Melt 2 tablespoons of fat in the frying pan, spread the hash evenly and cook slowly uncovered until slightly brown on the bottom. The author warns us to take care not to let it scorch, as this will ruin the flavor. Turn out on a platter and serve alone or flanked with thin slices of meat or poached eggs and pass the prepared mustard. She says folks will never guess that this hash is made without meat, a good dish to know about these days when the price of meat is so high. Then comes the note: "*The vegetables left over from a New England boiled dinner make a perfectly marvellous vegetable hash. If you include beets in the mixture, you have what is known in New England as 'Red Flannel Hash.'*"

So Mrs. Brissett did not invent it after all, but she certainly improved upon it, with the result that we all grew fat and sleek. After such a meal, Daddy and young Florence, not to mention the "schoolmarms", tended to slump down in their chairs, but she would suddenly pounce upon them. "Sit up straight," she would yell, and we would all come sharply to attention. I alone had to sing for my supper. In an unguarded moment I had told Mrs. Brissett's fortune from her tea-cup. Ever after, at least once a day I had to go through the ritual. She flattered me by the most absorbed attention, and when in sheer desperation I would foretell wild doings by strange people in her cup, she would wonder out loud, "Now who the

dicken could that be?" (She always said "dicken", not "dickens." There was still a faint trace of accent in her speech).

Daddy and Florence were in friendly conspiracy against her, combining strategy to locate the cheese straws or shortbread she had hidden from them. They were both musical too, and played in the local orchestra, Daddy the clarinet and Florence the violin. When they practised, Blackie howled dismally, but Mrs. Brissett was secretly very proud of them, her own creative ability being confined to the culinary art.

For a year she bullied me and spoiled me and then the family moved to the Coast, because Daddy did not like the cold prairie winters. I visited them once there and she served me one of my favorite meals, chicken with feathery baking-powder biscuits and plenty of gravy. We couldn't have Red Flannel Hash because it wasn't Thursday.

Hudson's Bay Scholarships

The Hudson's Bay Company has established a trust fund for the award of two scholarships in Canada for the year 1948 for study in the United Kingdom. These have been established to provide advanced training for business executives, to further research in those subjects in which the Company is interested, particularly distribution and trading, personnel administration and labour relations, and to strengthen the links between the business communities in Canada and the United Kingdom.

Candidates must be Canadian citizens ordinarily resident in Canada who, at the date of submitting their applications, should be over twenty-three and not have passed their thirtieth birthday. While non-graduates are not excluded, the scholarships are intended primarily for university graduates.

Application forms may be obtained at Universities or by writing to the Secretary, Hudson's Bay Scholarships, Hudson's Bay House, Winnipeg, Manitoba, or from the Personnel Offices of Hudson's Bay Company Retail Stores in Winnipeg, Vancouver, Calgary, Victoria, Edmonton and Saskatoon. When submitting his application, the candidate must give the names of at least three persons who can testify to his academic competence and business ability. At the same time, he must submit a memorandum outlining the course of investigation he wishes to pursue. He will be required to study at a university or other educational institution in the United Kingdom, but will be given facilities, if necessary, for investigating any particular business problem of a particular company or group of companies.

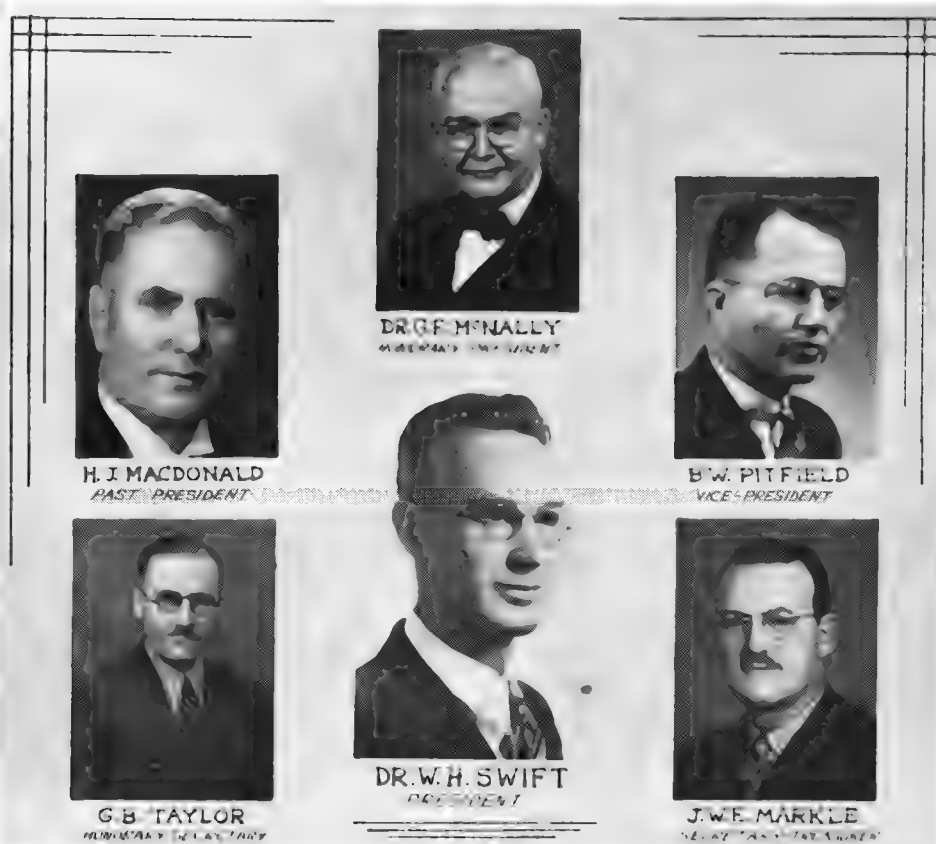
The normal tenure of the scholarship is one year, but in exceptional cases this may be extended to two years.

Each scholarship will be of the value of £450, plus cost of transportation between Canada and the United Kingdom and return, for one year's study in the United Kingdom.

Applications must be submitted not later than 1st May, 1948, to the Secretary, Hudson's Bay Scholarships, Hudson's Bay House, Winnipeg.

Application forms are available in the Registrar's Office, Arts 239.

The Council and its Doings



January 31, 1948—The flag flapped lazily over the Arts Building. Beneath it twenty members of the Council of the General Alumni Association of the University of Alberta sat in the senate chamber and solemnly and earnestly discussed the affairs of the University in general and the business of the Association in particular.

Reports that had kept the Alumni office scratching frantically for weeks were at last placed before the meeting and graciously accepted. Bland smiles greeted the news that the year 1947 had finished with a surplus instead of a deficit and that the membership in good standing was steadily climbing toward the 1,400 mark. In fact there was considerable back-slapping in which, of course, Mr. J. C. G. Brown, Alumni Secretary until June, 1947, naturally shared.

Here are a few highlights of the meeting:

First of all the constitution came in for a revamping. In order to make it conform to the new setup in the Alumni office the official formerly known as the Secretary now is to be designated the Secretary-Treasurer. Dues are hence-

forth to be reckoned as from date to date. That is, members need no longer hesitate to pay them in the Fall of the year as the axe will not fall on December 31 and lop off all who have forgotten to renew before that date. So any time is a good time to send in those annual dues. Other changes were more or less revisionary in nature and in no way drastic.

Another development was the decision of the Council that affiliation with the American Alumni Council, District Eight, would be a good thing. When it was pointed out that to date the University of British Columbia is the only Western Canadian university to take advantage of this opportunity, the Council decided, very wisely we think, that there is no reason why the Alumni of U.B.C. should be the only ones to benefit by new ideas.

Then Mr. George Hartling, President of the Students' Union, placed before the meeting the plans for Unit I of the Students' Union Building, and requested the assistance of the Alumni in raising a fund for furnishing the building when it is completed. Mr. Hartling's exposition was well received and he was assured that the Alumni Association could be depended on to assist. He seemed quite happy over the whole thing.



The Memorial Scholarship Fund came in for some frank discussion. The records showed that some 600 graduates had donated in cash about \$10,500 and had pledged another \$5,000. The Council felt that the next step in connection with this fund must depend on the decision of the Board of Governors.

Dr. Newton was host to the Council members at luncheon in the cafeteria. Apart from the food, which was remarkably good, this was a most entertaining break. The President took the members of the council into his confidence and chatted informally about many things of great interest.

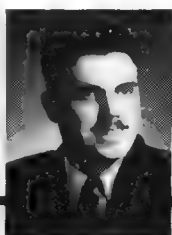
To conclude the deliberations of the afternoon, Dr. Swift finally announced that Barclay Pittfield had been re-elected Vice-President of the Association and that Dr. Archie McEwen and Ken McKenzie had been appointed members of the Executive Committee for 1948 and the meeting adjourned about 5:30 p.m.

In the evening the Edmonton Branch entertained royally at a banquet at which the guests heard among others G. M. Blackstock and D. P. McDonald, Councillor from Calgary.

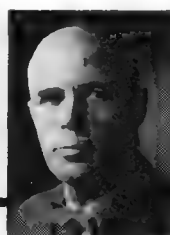
It was a good meeting: lots of good talk, plenty of good food and a strong feeling that the Alumni Association is a mighty important part of the University of Alberta.



R. E. ALEXANDER Medical



J. S. WOODS Gateway



D. M. M'RAE Ottawa



J. F. WATKIN Drumheller



S. HARTLING Students Union



Miss M. WARREN Winnipeg



K. MADSEN Toronto



G. COATES Senior Year



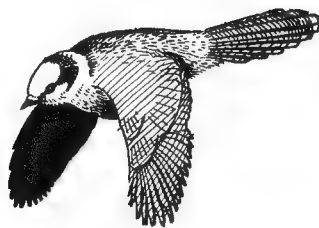
F. WOOD 4A



Miss L. SCOTT Vancouver



D. ROSS Victoria



Whiskeyjack . . .

The learned may explain it, those who are profound in the story of the Indo-European languages, but the fact is that *free* and *friend* are derived from the same "root", and both imply *love*.

The Old English verb *freon* meant to love. From it we draw the name of the person who loves, the friend. But the verb *freon* derives from an Old Teutonic word, *frijo*, meaning free, for love is the freest of all things, a wind that bloweth whither it listeth and expects neither payment nor reward. This idea the modern poet, Robert Frost, manages to express in his peculiar, crabbed New England idiom when he says of *home* that it is "something you somehow haven't to deserve." For all of us have received love, human and heavenly, but how many of us have deserved the inheritance, the gift? "Give every man his deserts, and who shall 'scape a whipping?" And so *love* and *freedom* and *friendship* are all tied up in a knot, a complex of related and inseparable meanings. But the greatest of these is love, for *freon* and *frijo* both spring from a still more ancient root, *pri*, meaning to love.

(P, f, v are easily interchanged letters in related languages; thus Latin *pater*, German *vater*, English *father*—and of course, *padre* and *padrone*).

It is historically exact and precise, then, to say that a friend is one who sets us free, free from difficulties, from narrowing, cramping restrictions. A friend is one who helps us to express ourselves as we might if we were not hemmed in by circumstances, burdened with impediments.

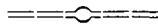
And in a sense profound indeed we may say that Truth is the friend of man: "Ye shall know the truth, and the truth shall make you free." When we pursue whatsoever things are true, we seek to confer upon the human race the inestimable benefits of friendship.

How strangely the experience of the folk is embedded in our words! There is poetry and philosophy and religion in these airy symbols. For the words we use express not merely our meanings, but our characters and aspirations and secret selves; they express *us*, what we have been and are and hope to be.



What is asked of the Friends of the University is to establish a fund which will make all kinds of extra undertakings possible. This fund will not be used to maintain buildings or to pay salaries. It will be a special fund administered by a special committee appointed by the Board of Governors and used for special purposes. In general, anything which will improve the quality of teaching offered the boys and girls of Alberta by enabling professors to keep abreast of work in their fields or by providing them with the materials and tools for research, is the object.

—Reprinted from *New Trail*, April, 1943.



New Friends of the University

January-March, 1948

Dr. F. G. Buchanan, McDougall School, Calgary, Alberta.

Mr. A. G. Virtue, Parkside Drive, Lethbridge, Alberta.

Professor Andrew Stewart, Department of Political Economy, University of Alberta, Edmonton, Alberta.

Mr. Nicholas Melnyk, Box 143, Cadomin, Alberta.

Mr. J. W. E. Markle,
Secretary,
Friends of the University.

Dear Mr. Markle:

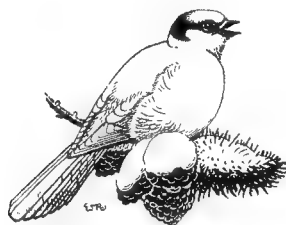
I would like you to convey to the Friends of the University my sincere thanks for their kindness in supplying me with such a splendid microscope for my research work. Not only will the instrument be of great value in itself, but it will also be to me and to others an inspiration to know that we, who are trying to carry on the work of the University, have true friends whose sincerity is attested by deeds as well as words.

The value of this particular gift is enhanced by the fact that it has a relatively permanent character and will undoubtedly have a long life of service, and be of great help not only to me but to future members of this department. I am pleased that the engraving on the microscope will indicate to all its users that it was provided by the generosity of our Friends.

Yours sincerely,

H. E. Rawlinson.

N.B.—Friends of the University are those who subscribe five dollars a year or more to provide scholarships and research facilities, extras, for the University. They receive *The New Trail* without further subscription.—Ed.



Trail Blazers



Darol K. Froman



Dr. Dorothy Barnhouse

DAROL K. FROMAN

Alberta had some share in atomic research during the war and a number of graduates have taken an important part in such research at other institutions. Now we learn that an Albertan, Dr. Darol K. Froman, has the distinction of playing a leading part in the highly secret and momentous work of testing atomic weapons.

Dr. Froman has been appointed scientific director of the new Eniwetok proving grounds for atomic weapons. He will work under the Atomic Energy Commission which has created a joint military-scientific task force to develop the new outdoor laboratory on Eniwetok atoll and conduct routine experiments and tests.

Dr. Froman was born in Harrington, Washington, in 1906 but came to Ponoka at the age of four. He attended local public and high schools and then entered the University of Alberta. He received his B.Sc. degree in 1926 and his M.Sc. the following year. Post-graduate work followed at the University of Chicago where he obtained his doctor's degree in physics at the University of Chicago in 1930.

For some time he taught physics at Alberta and later at McGill. In 1941 he went to the University of Denver for a year.

He had been working on radar while at McGill and after the United States' entry into the war he worked in the U.S. navy radio and sound laboratory in San Diego on submarine detection. In the spring of 1943 he was sent to Los Alamos as

a group leader in electronics. In his present assignment he will be in charge of a number of scientists who were engaged at Los Alamos.

Dr. Froman is a fellow of the American Physical Society and has written a number of articles for scientific journals in the fields of supersonics, X-rays and cosmic rays.

His wife, the former Ethel Norris, is also an Alberta graduate. A pharmacist, she was dispenser at the University hospital in 1930 and 1931. They have two children.



DR. DOROTHY BARNHOUSE

The old adage about joining the navy and seeing the world often draws cynical comments from navy men. Perhaps it should be changed to "join the British Army Medical Corps." At least in Dr. Dorothy Barnhouse's case this proved the key to five years of adventurous travel.

Dr. Barnhouse graduated in medicine in 1937. She spent a year interning in Women's College Hospital, Toronto, and then went to England where she was engaged in anaesthetics and general practice, chiefly in the industrial town of Warrington. She saw many varieties of disease in Warrington and in addition studied and travelled widely throughout England, driving and staying in local 'pubs' rather than hotels. In this way she gained an intimate knowledge of England and its people.

In 1940 she returned to Canada to spend a year as resident in anaesthesia at the Royal Victoria Hospital in Montreal. Then, since the Canadian Army was not accepting women M.O.'s, she returned to England and joined the British Army Medical Corps. She held every rank from Lieutenant to Lieut.-Colonel, working chiefly in anaesthesia, with the later addition of administration and training work.

After a year's duty in England she went to Gibraltar and thence to Algiers. Here the hospital was beautifully situated on cliffs five thousand feet above the Mediterranean, but army living conditions proved to be fairly primitive. They lived in tents without benefit of soap and mending materials and with very little water. Sight seeing would only be undertaken in groups, so dangerous were the streets. However Dr. Barnhouse managed a fair share of it, and also visited a number of nearby cities by hitchhiking on R.A.F. planes.

As conditions improved she received a posting to Middle East Forces in Cairo. This time the habit of hitchhiking proved embarrassing for not only did she lose her kit and arrive in sweltering Cairo in winter clothes, but her superiors lost track of her and she had considerable difficulty persuading G.H.Q. in Cairo to recognize her existence. Eventually the whole thing proved a mistake and she was posted to Jerusalem.

During her two years in Jerusalem Dr. Barnhouse again made the most of every opportunity and travelled widely throughout Palestine and surrounding countries. Finally she was posted again to Egypt.

She eventually returned to England via hospital ship. After a short sick leave she set out again, this time for the continent. The war was now over so that travel was less difficult. She went slowly, alone or with friends, through Belgium and Holland, spent a few months in the Ruhr, roamed from the Harz Mountains to Denmark and saw all the cities of the British occupation zone.

Since her return to Canada she has spent six months in D.V.A. work in Calgary and is now on the staff of Winnipeg General Hospital.

Though most of her travelling was done by R.A.F. plane under most trying conditions Dr. Barnhouse's appetite for travel is apparently still unsatisfied. With the true traveler's eclecticism she claims that every city she visited was fascinating and that she could be happy living in any one of them.



VACANCY—SASKATCHEWAN RESEARCH COUNCIL

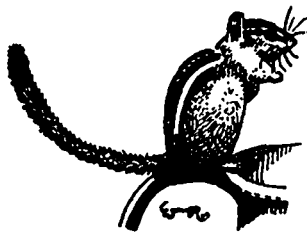
Position—Director of Research—to act as chief executive officer of the Saskatchewan Research Council, to oversee all research work undertaken by or on behalf of the Council and to foster and promote research activities in the physical sciences as they affect the economy of the Province. Broad training in and understanding of the physical sciences as related to industrial research gained either in practical research projects or as a director of industrial research. Salary will depend upon qualifications and experience. Headquarters of the Director will be at the University of Saskatchewan, Saskatoon.

Apply to the Public Service Commission, Legislative Building, Regina, Sask.

1948 SUMMER SESSION

The attention of prospective students is called to the following points:

- 1 All courses will be offered in Edmonton with the exception of those in Industrial Arts which will be offered in the Provincial Institute of Technology and Art, Calgary.
- 2 The dates of the 1948 Summer Session are July 5th to August 13th.
- 3 The Announcement may be had on application to the Registrar, or to the Faculty of Education.
- 4 All registrations should be completed by April 15th.



the chipmunk

Chipmunk was kept busy this term whisking about to symphony and choral concerts, plays, ballets and all the many affairs that wind up the activities of campus organizations. If this column were called "The Owl" we might put on a solemn face and pick a few critical holes in some of the performances simply to save our reputation, but, since Chipmunk is no critic but only an inquisitive little fellow with a bright eye cocked for news, he can relax and say that in his opinion the university is providing some of the finest and most original amateur entertainment available in Edmonton. We would like to say in the province but unfortunately the province at large does not get a chance to hear and see these performances except through brief tours and recorded broadcasts. May there be more tours and broadcasts in future!

In late January the University Symphony Orchestra, one of our newest organizations, climaxed its third year with a successful concert. Under the direction of Mr. Ted Lindscoog the symphony presented an excellently chosen program which included Beethoven's **Coriolan Overture**, Mozart's **Symphony No. 40** in G. Minor, Grieg's **Last Spring, Country Song** by Gustav Holst, **Jamaican Rumba** by Arthur Benjamin and Rossini's **Overture to the Barber of Seville**. Soloist was Lawrence Hobson of Calgary who gave an able performance of **La Folia** by Leonard-Corelli.

The Mixed Chorus is now in its fourth year and judging by the enthusiastic reception of its concerts on February 2nd, 3rd, and 4th, it is still growing in fame and popularity. Under the direction of Mr. Richard Eaton of the Fine Arts Department, the chorus gave a varied and difficult program with polish and sensitive musicianship. We especially enjoyed

Creation's Hymn by Beethoven, the negro spiritual **Honor, Honor**, the shanty **Shenandoah** and **Cargoes** by Balfour Gardiner.

Following a new plan, the drama society presented its major offering in the fall term—and the Interyear Plays which formerly were a pre-Christmas activity, were produced at the end of February. **Floating Homeland**, a drama of Jewish refugees en route to Palestine was the senior class choice. Sophomores presented **Murder Trial**, a satire, and the Juniors a depression drama, **Boxcar Heading West**. The shield was awarded by adjudicator F. M. Salter to the Freshman production of Noel Coward's **Family Album**. This play also received best actor and actress awards which went to Tom Summers and Jo Pilcher respectively. Special mention also was given to Edward Kemp as the judge in **Murder Trial** and Franklin J. Storey as Pete in **Boxcar Heading West**.

The University Ballet Club has the distinction of being the only one of its kind in Canada. It was organized last year under the direction of Stella Holosko. Composed of fifty members, most of whom have no previous ballet training, this club has achieved an amazing degree of polish in this short time. This spring two colorful productions, **Les Saisons** and **Les Sylphides**, were presented to capacity audiences.

Have you ever seen neon lights made to glow by the action of a high-frequency transmitter?—red chequers knocked off a conveyor belt by means of a photo-electric cell while the black ones stayed put?—various colored egg yolks produced by different diets and not as a new stunt for Easter?—have you ever looked through a microscope to see the circulation of blood in a live frog's foot or seen the wave



The Symphony Orchestra, 1947-48.

form of your own voice as you talked into the microphone attached to an oscilloscope? These and many more strange sights were presented at a Science Exhibition sponsored by the Science Association of the University on Saturday, February 21st.

The exhibition took place on the first floor of the new wing of the medical building. A continuous showing of the main display was held in Room 125. In other lecture room there were demonstrations of liquid air, scientific films and demonstrations with light. The display was open to the public from 2 to 6 p.m. and about 2,500 people attended. For the evening invitations were issued to various members of the legislature, government departments, school superintendents, service clubs and others who might be interested. About 250 attended.

The University Board of Governors has decided that the new library building will be known as the Alexander Cameron Rutherford Library. It is named in honour of the first Premier of the Province who was also the first Minister of Education and who was instrumental in having passed at the first session of the Legislature in 1906 the Act creating the University.

Premier Rutherford was awarded the honorary degree of LL.D. by the University at its first Convocation in 1908. In 1927 Dr. Rutherford was elected Chancellor of the University, a post which he occupied until his death in 1941.

The section of the library building designed to house the law library will be known as the Weir Memorial Library. Professor John Alexander Weir came to the University after military service in the First Great War to become the first full-time professor and head of the School of Law. In 1926 he became the first Dean of the Faculty of Law, holding that position until his death in 1942. Under his brilliant and effective leadership the Faculty of Law quickly earned a secure reputation among the best law schools of the country.

The Senate has decided unanimously to offer the honorary degree of Doctor of Laws to Premier E. C. Manning and to Hon. Mr. Justice H. H. Parlee. Premier Manning has graciously consented to accept this degree and to deliver the Convocation address on May 18, 1948.

Mr. Justice Parlee has expressed gratification in being thus honored on the completion of his second statutory term of office as Chairman of the University Board of Governors, and especial pleasure in being associated with Premier Manning in receiving the degree.

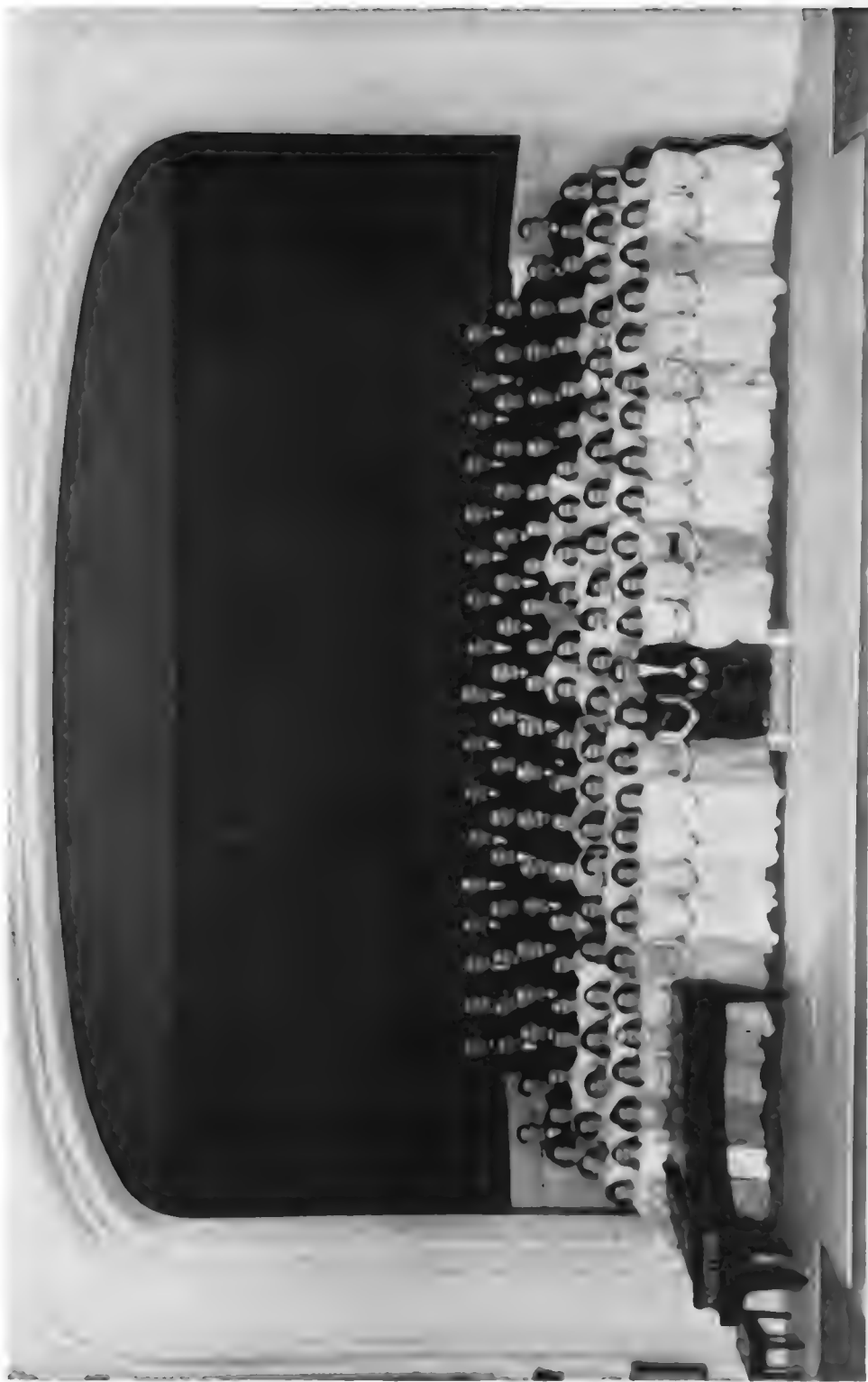
In honour of the twenty-fifth graduating class from the Faculty of Law at the University, the Law Club held a banquet in the Macdonald Hotel on February 23rd. In addition to prominent members of the faculty and profession, invitations were sent to members of the first graduating class from the Faculty of Law. Those present from Edmonton were F. Armour Ford, K.C.; J. R. C. Driscoll; P. E. Poirier, K.C.; and A. W. Miller, K.C. From Calgary came J. A. Morrison and Mac Millard. From Lethbridge, B. F. Tanner and L. S. Turcotte, from Westlock, E. W. Stutchbury and from Alliance, L. J. Shepard. Letters were received from P. D. Clarke, who is practicing law in Salt Lake City, Utah, and from Sigvald Nielson, who is associated with a law firm in San Francisco, both of whom expressed their regrets at being unable to attend.

An interesting feature of the affair was that the alumni sent a plane in the afternoon to Alliance to get Mr. Shepard to come up for the banquet.

The Agriculture Club's Second Annual Field Day was held at the University Farm on Saturday, March 7th. Professors, graduating class and 250 students participated. Competitions in judging livestock and grain and a general agriculture quiz were held.

Twenty representatives of various agricultural businesses and industries such as packers, feed manufacturers and grain dealers, attended to observe research work and to meet the graduating class. Sheridan Clark of Stettler won the grand aggregate faculty trophy which was presented along with other awards at the Agriculture Club's annual banquet at the Macdonald on the following Monday.

The president of the Students' Union for the 1948-49 term will be Bernie Bowlen, third year agriculture student of Carstairs. Mr. Bowlen is a veteran of five years service in the navy and was president of St. Joseph's College house committee. His executive will



The Mixed Chorus, 1947-48

include Elaine Browne, vice-president, Jack Starritt, secretary, and Maurice Rae, Treasurer

The Banff School of Fine Arts will open on July 13th and continue until August 21st

A guest lecturer this year will be the distinguished Austrian painter Frederick Taubes. Mr. Taubes has exhibited widely in Europe and the United States and has lectured at most of the important colleges in the States. Besides being author of numerous books on art he is a contributing editor to the American Artist Magazine where he conducts a monthly column, "The Taubes Page"

The drama department will have, besides its regular instructors, Robert Gill, director of Hart House Theatre, and Jean McKenzie of the Canadian School of Ballet in Winnipeg

Leaders of the Western Canada Writers' Conference will include Earle L. McGill, free lance radio producer and director of many well-known American radio shows. Glenn J. Nelson of Vancouver who has had phenomenal success

in teaching pianoforte in B.C. and is now studying with Max Pirani, will be on the staff of the music department.

The Summer Session this year will run from July 5th to August 12th. Special lecturers will include Dr. Rupert C. Lodge, former professor of Philosophy at the University of Manitoba and more recently lecturer in Philosophy at the University of North Carolina. Dr. Lodge is author of the book **Philosophy of Education** which will be used in his classes. Other visiting lecturers will be Miss Marjorie Pratt, supervisor of reading in Spokane, who will lecture in Psychology and Supervision of Reading, Miss Dorothy McIlvan, supervisor of arts and crafts in Washington, Dr. C. J. Vincent, professor of English at Queens University, Miss D. S. Runciman of Mount Allison University who will lecture in Household Economics and Mr. J. E. L. Peck, a visitor from South Africa who will lecture in mathematics

* * *

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* * *

Don't miss notice re Alumni Association dues on page 68.

Alumni Notes

'21

Archibald C. MacGillvray, on his way to Yellowknife, paid us a visit last month. He is with Canadian Ingersoll-Rand of Vancouver. Archie gives us news of another mining engineer, **W. G. Jewitt '23**, of Trail. Bill has been named Manager of Mines for Consolidated Mining and Smelting Co., and henceforth will be in charge of all mining and milling operations and exploration activities of the company.

'22

Henry A. Dyde, well-known Edmonton lawyer, has gone to Ottawa to start his duties as counsel for the committee to investigate high prices in Canada.

A resident of Medicine Hat for many years, **Horace E. Whiffin** is now in Ottawa. He is a member of the Dependents' Allowance Board, Dept. of National Defence. Horace tells us that he has purchased a new home there and that his two children, Elaine and Douglas, are attending Glebe High School.

'24

Alfred E. Clarke, who has been at Beltsville, Maryland, advises us that his new headquarters will be Dept. of Vegetable Crops, Utah State Agricultural College.

F. Armour Ford, Edmonton barrister and city alderman, has been elected President of the Edmonton Bar Association.

'27

Mrs. B. Harshman (nee **Myra Austin**) of Calgary boasts that she is now 'educating' a family of two boys and four girls. Myra taught in Alberta schools for five years prior to her marriage.

Marjorie Race's new appointment is that of Medical Social Worker, Veterans' Hospital, Victoria.

'28

Thomas L. Cross, Edmonton barrister, was recently elevated to the post of judge of the district court of northern Alberta, succeeding Judge Joseph D. Matheson, retired.

Mr. and Mrs. Ralph Cooper, formerly of Camrose, are now living at Sedgewick, Alberta.

'29

Dr. A. D. MacPherson has been named Superintendent of the Oliver Mental Institute.

'30

Dr. Eliot Corday (Ted Cohen), who has made a name for himself as a producer on New York's Broadway, has recently moved to 300 South Beverly Drive, Beverly Hills, California. At one time Dr. Corday was director of the Edmonton Little Theatre, and was instrumental in starting the Banff School of Fine Arts.

'31

Sydney Sillitoe visited the campus the other day. He is now at Belleville, Ontario, and is Equipment Engineer for Northern Electric. Syd tells us that **'Tony Mason '34'** is back with Northern after a long illness.

Dr. J. E. W. Sterling has been appointed director of the Henry Huntington Library of San Marino, California.

In a letter to Geoff Taylor, **Vince Allen**, Commercial Secretary for Canada at Cape Town gives us this news: **'John English '25'** is being transferred to the Embassy in Washington, D.C., as Commercial Counsellor on or about May 1st and I am to succeed him in Johannesburg in about two months time with the rank of Commercial Secretary. Both John and I spent a very busy year in 1947 in part due to the visit of another Albetan—**James MacKinnon.**

'32

We find **Eric Gibbs'** picture in a March issue of 'Time' as a member of that magazine's London news staff. Although he obtained his degree in law, his career has been in the field of journalism since graduation.

Larry Alexander of Calgary dropped into the office the other day, and we had a great time chewing over alumni matters.

We were also very pleased to receive a call from **Pot Garrow** of Brooks not so long ago.

The new superintendent of the Peace River school division will be **Stead W. Hooper**, formerly of Stettler.

'33

Sylvia Evans tells us that she has just returned to Edmonton from a trip to the Bahamas. You will recall that Sylvia was a member of the RCAF (WDS) and served as secretary and personal aide to Princess Alice, wife of the former Governor General of Canada.

Mrs. J. W. Turnbull, the former **Elizabeth Ferryan**, writes from Onoway, Alberta. She tells us that in her spare time she runs a kindergarten of her own. Elizabeth has four small children, three boys and a girl.

'34

Duncan Campbell is expected home very shortly from Stibnite, Idaho, where he has been looking after the interests of the Dewey Mine. Duncan is the managing director of 'Gateway Gold.'

'35

We have received news of the death, in Vancouver, of **George Tyrrell**. For the past eight years Mr. Tyrrell was employed by the Bralorne Gold Mines at Bralorne, B.C.

Bernard Ower was recently married to Miss Roma Wintemberg of Ottawa. Mr Ower is Librarian at the Dominion Bureau of Statistics at Ottawa, in which city they will make their home.

'36

A note from **Dr. A. L. Aiello** explains that since 1946 he has been resident doctor in anesthesiology at St. Luke's Hospital in Chicago.

Arthur Milner modestly admits having started his own firm in Los Angeles. He has worked as a chemist and chemical engineer in the Los Angeles area for the past seven years.

We learn via the grapevine that **Dr. and Mrs. Raymond H. Trott** have removed from Lexington, Kentucky, and are living at 55 Congdon St., Providence, Rhode Island. Mrs. Trott is the former **Doris Johnstone** '35.

'37

James C. Saks, who has just returned from Harvard Graduate School of Business Administration where he received the degree of M.B.A., writes from Jasper, Alberta. He informs us that **Donald R. Waters, B.Sc. '37** graduated at the same time, along with **Alister Ross, B.Sc. '42** and **Patrick J. Robinson (U. of A. and McGill)** both of Calgary.

Frank P. Layton has been added to the law firm which is now known as Milner, Steer, Dyde, Poirier, Martland and Layton. **Wilbur F. Bowker '32**, dean of the Faculty of Law, has severed his connection with the firm.

We have just received the news that on December 19, 1947, a son was born to Mr and Mrs. Victor MacLachlan of Middlesex, England. Mrs. MacLachlan is the former **Evelyn Kinnear**.

Oliver ('37) and Maxine ('35) Tomkins, who are now in Winnipeg where Ollie is with TCA, advise us that on December 14, 1947, a sister for Nancy Jane arrived.

'38

In June of this year, **Ernest Cote** was appointed adviser to the Canadian Permanent Mission to the U.N. in New York. Since his discharge from the active army, he has been with the Dept. of External Affairs.

Dr. L. I. Seaman has left Didsbury and has gone to Bremeradorp, Swaziland, South Africa, as a missionary.

Ronald Parsons is at present resident engineer for Power House Development at Shawinigan Falls, P.Q.

'40

One of our graduates in agriculture, **Arthur Paul**, is busy doing soil investigation work in connection with new settlement in Alberta. This work consists chiefly of appraising raw land and improved farm lands.

Friends of **E. Maurice Sanderson** will be happy to hear of his promotion to District Manager, Confederation Life Association. Mr and Mrs. Sanderson (nee **Theoline Molstad**) and small daughter Maureen, are 'at home' at 9855 86 Ave., Edmonton.

'41

The population of Camrose is increasing at double its usual rate! **Dr. and Mrs. H. F. MacInnis** (Mrs MacInnis is the former **Adele Irving**) have a new family of twins, a boy and a girl.

George Goldberg, former district agriculturist at Camrose, has 'retired' and is now farming just east of that thriving little town.

'42

Dr. ('42) and Mrs. ('43) Gordon C. Gainer are proud to announce the birth of their son, Douglas Gordon, on February 7, at Pittsburgh, Pa. Mrs. Gainer is the former **Thelma Bateman**.

Harold Woodsworth, who was manager of the University Poultry Farm last year, is now superintendent of the Hobbema Indian Agency.

We learn that **James A. Morrison** is now research chemist for National Research Council at 14 Spring Ave., Deep River, Ontario.

Ronald Jeffels was recently awarded the I.O.D.E. War Memorial Post-Graduate Scholarship. He will go to Cambridge University this

fall where he will pursue further study in the Romance languages.

'43

Elizabeth Gordon of Stavely, Alberta, must indeed be a busy person. She explains that she is supervising ranch work at home

Friends of **Dave ('43) and Rena ('41) Elves** will be interested to learn that they have moved from Eckville, and are now residing in Carstairs.

'44

We received a very nice letter from Mrs Howard P Castle, the former **Jean Kent Hutchison**. She writes from Washington, D.C., where her husband practices law.

And from Montreal comes news of **Dr. R. A. L. MacBeth**. Bob is on the Anatomical Staff at McGill University, where he is lecturing.

'45

Donald J. Campbell writes from Purdue University where he is studying for his Ph D

Don says, 'There are two other Alberta grads on the Purdue campus, **Dr. Nestor Bohones ('37)** who is a professor of fermentation chemistry, and **George Walker (Pharmacy '38)** who is taking his Ph.D. in pharmacy.'

Congratulations to **John Jorgens!** He has been appointed a junior agricultural economist at Washington State College.

Douglas Love has been transferred to the Montreal office of C. M. & S. from Trail, where he was appointed immediately after graduation.

'47

Bernice MacFarlane has been selected as Supervisor of Home Economy for the Department of Education. She is at present a staff member of the Medicine Hat public school board.

Bruce Cameron, who rejoined the RCAF last summer, has been taking a post graduate specialist course in navigation, and was one of the navigators who made an experimental flight to the Arctic Circle recently.

—Kay Bendiksen, Editor.

* * *

News From The Branches

Calgary

Although the Calgary Branch has not yet been formally organized, we are happy to note the splendid co-operation of the alumni of that city in the task of billeting the Mixed Chorus when it paid its annual visit to that city. Thanks, D P

Edmonton

Reference is made elsewhere in this issue to the banquet sponsored by this branch on the evening of January 31. The new officers for 1948 are as follows **President**—Dr Archie McEwen, **Vice-President**—R Cody McPherson; **Treasurer**—Frank P. Layton; **Secretary**—Grace Hope. Members of the Executive. A. G. Bramley-Moore, Marion Staples, Elsie McFarlane, Neil McKernan and Dr. Jack Neilson.

Medicine Hat

This branch has now renewed its formal status as a branch with the following slate of officers: **President**—Dr. Elmo Fletcher; **Vice-President**—Miss Lapp; **Secretary-Treasurer**—Dr. Slack. Congratulations, Medicine Hat.

Ottawa

This branch has rather moved into the spotlight in this issue. There is some real activity and quite a full report on it. Dr. McLeod writes us, "I think we have the nucleus of a good group this year. We are starting our activities this week with a talk by Paul Malone who is just back from Australia and hope for a good turn out. Then a dance on April 9 should meet with the approval of the 'younger set'. Plans are under way for a dinner dance in October with the other Western Universities and this bids fair to becoming an annual affair." And over F. J. Simpson's signature we have the following news, "On March 4 in the Y.W.C.A., forty members of the Ottawa Branch met for a social evening. Paul Malone was guest speaker and presented a very interesting talk on the Australian way of life and made some interesting comparisons between Canada and Australia. Mr. Frank Swanson introduced the speaker. Over coffee and a light lunch many old acquaintances were renewed and local gossip brought up to date. Our President,

Dr. Lloyd McLeod and his wife (nee Odette Totton) are the proud parents of a second son, Richard Wayne." In addition to all this we have a nice long list of members in good standing. Nice going, Ottawa!

Radway-Smoky Lake

If sometimes you wonder whether alumni are really interested in the University, you should have been with us when we paid a visit to this branch a few days ago. Twenty members were present, some from distances extending to 45 odd miles and many new members were added to the roster. The feast that followed the proceedings was something to remember. This flourishing branch is planning

a banquet in June. Needless to say, we have already invited ourself!

After a short business session we had the pleasure of talking for an hour or so about alumni matters, and the attention given us was not merely polite.

Vancouver

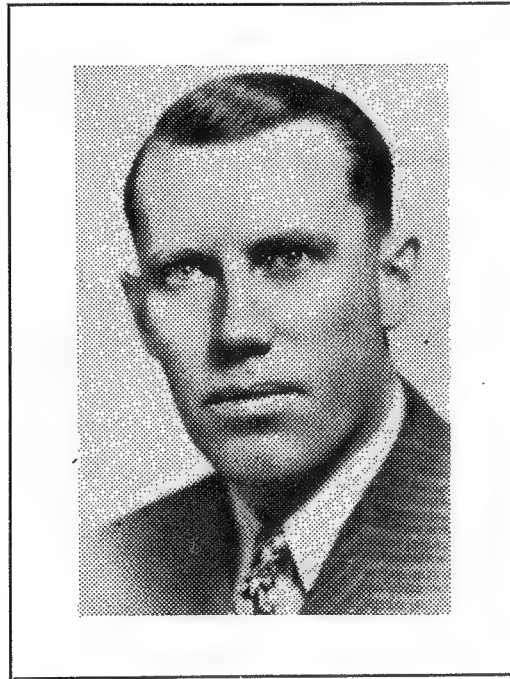
We do not know much of the activities of this branch beyond the fact that there has been great planning. We learn of meetings on Jan. 28, Feb. 4, Feb. 11, and a dance and social party at the Peter Pan Ballroom on March 4. We hope to have more details for next issue.

* * *

The Ballet, 1947-48.



In Memoriam



William Newton Watson

William Newton Watson, B.Sc. (Alta. '33), B.A. (Alta. '37), M.A. (Columbia) died at his home in New York on Tuesday, January 20.

"Bill" Watson's versatility had led him into a variety of activities—school teacher; student; research worker (Economics Division, Dominion Department of Agriculture); statistician (British Purchasing Commission N.Y.); college professor (Utah State College); administrator (Food Distribution Specialist, American Embassy, London, England; Chief, Beverages, Sugar and Vegetables Branch, UNRRA, Washington, D.C.). He had completed all the requirements for his Ph.D. at Columbia, except the thesis. The important positions he held with the Department of State and UNRRA, took him away temporarily from academic work; but it is not surprising that he returned to the university. At his death he was Professor of Economics at Rensselaer Polytechnical Institute, Troy, N.Y.

His curiosity had led him to many places—Ontario, Alberta, Boston, New York, Utah, Washington, London, Europe, Pittsburgh. It is not surprising that he returned to New York.

Last summer he came back to Alberta and the campus. We saw him for a minute as he came out of the Cafeteria; and wish we could have been with him over the cup of coffee. His sharp mind and retentive memory made him an outstanding student; his ready wit and zest for living made him a good companion. These qualities, combined with broad training and wide experience must have made him a stimulating teacher.

—Andrew Stewart.

* * *

Missing in Alumni Records

Perhaps some of these graduates were your classmates . . . we have no record of their present addresses. If you know where they are and what they are doing please drop a line to the Alumni Secretary at the University of Alberta. And let them know, too, that we would like to hear from them.

1922—

Scroggie, Arthur Galbraith, B.Sc. (A), M.Sc., Ph.D.

1924—

Peirce, John Raymond, B.S.A.

1925—

Wallace, Malcolm Lindsay, B.S.A.

1926—

Morrison, Walter Spence, B.S.A.

1927—

Harris, Joseph Edwin, B.A.

1929—

Cameron, Jean MacMillan, B.A.

1930—

Ledger, Francis John, B.Sc. (A), M.Sc., Ph.D.

1931—

Ogilvie, Patrick Ian, B.Sc. (M).

1932—

Durrell, Margaret Kellock, B.A.

1933—

Milner, Solomon, B.A., M.A.

1934—

Mulligan, Hamilton Varley, B.A.

1935—

Wilson, Philip Henry, LL.B.

1936—

Templin, Bruno Paul, B.Sc. (Arch)

1937—

Forbes, William, B.Sc. (M).

1938—

Morris, Charles Edward, B.A., LL.B.

1940—

Brown, Walter Leo, B.Sc. (M)

1941—

Durrell, Kathleen Scott, B.Sc. (N).

1942—

Hunt, William Joseph, B.A.

1943—

Doell, Ernest Reuben, B.Ed.

1944—

Machon, Alice Blanche, B.Sc. (A).

1945—

Davies, Alfred Franklin, B.Sc.

1946—

Weston, Phyllis Ellen, B.A.

1947—

Bercov, Bernard, B.S. (A).

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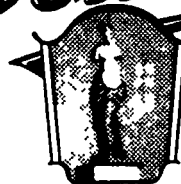
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